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CONTENTS

Ch 01	Human Growth and Development	5
Ch 02	Contemporary India and Education	32
Ch 03	Learning, Teaching and Assessment	59
Ch 04	Pedagogy of Teaching Science	88
Ch 05	Pedagogy of Teaching Mathematics	114
Ch 06	Pedagogy of Teaching Social Science	143
Ch 07	Pedagogy of Teaching Hindi	172
Ch 08	Pedagogy of Teaching English	201
Ch 09	Inclusive Education	230
Ch 10	Introduction to Sensory Disabilities	258
Ch 11	Introduction to Neuro Developmental Disabilities	287
Ch 12	Introduction to Locomotor and Multiple Disabilities	312
Ch 13	Guidance and Counselling	340
Ch 14	Early Childhood Care and Education	369
Ch 15	Applied Behaviour Analysis	396
Ch 16	Community Based Rehabilitation	421
Ch 17	Application of Ict in Classroom	450

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Ch 18	Gender and Disability	479
Ch 19	Braille and Assistive Devices	508
Ch 20	Orientation and Mobility	534
Ch 21	Communication Options: Oralism	558
Ch 22	Communication Options: Manual (Indian Sign Language)	584
Ch 23	Augmentative and Alternative Communication	612
Ch 24	Management of Learning Disability	638
Ch 25	Vocational Training, Transition and Job Placement	666
Ch 26	Autism Spectrum Disorders Identification and Assessment of Needs	693
Ch 27	Curriculum Designing, Adaptation and Evaluation	723
Ch 28	Teaching Approaches and Strategies	752
Ch 29	Assistive Intervention and Technology	778
Ch 30	Adulthood and Family Issues	804
Ch 31	Assessment and Identification of Needs	834
Ch 32	Basic Research and Statistics	858
Ch 33	Topics of Syllabus– Teaching Education and Methodology	884

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CHAPTER 01
Human Growth and Development

1. Which of the following statements best defines "development" in contrast to "growth"?
(A) Development refers strictly to the quantitative changes in physical stature, weight, and structural size of bodily organs.
(B) Development is a lifelong, multidirectional, and plastic process of progressive changes leading to overall maturity.
(C) Development is the biological process of cellular division that ceases entirely at physical maturity and skeletal fusion.
(D) Development represents only those behavioral changes that are influenced by environmental training, learning, and practice.

2. A special education teacher notices that an infant first gains control of their head, then their trunk, and finally their legs to achieve an upright posture. This progressive control illustrates which developmental principle?
(A) Proximodistal developmental trend
(B) Hierarchical integration principle
(C) Orthogenetic developmental principle
(D) Cephalocaudal developmental trend

3. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): Developmental rates vary among individuals, but the sequence of motor development remains uniform.
Reason (R): Individual differences are influenced by unique genetic blueprints and environmental variations, while the directional trends of development are biologically universal.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. In developmental psychology, the term "canalization" refers to which of the following phenomena?
(A) The mechanism where environmental factors completely override genetic predispositions during early childhood stages.
(B) The sequential process by which motor skills flow from simple movements to highly integrated, complex behavioral patterns.
(C) The genetic restriction of developmental pathways to a limited number of outcomes despite environmental variations.
(D) The progressive narrowing of sensory acuity and perceptual processing capacities due to normal biological aging.

5. A developmental researcher wants to study the long-term cognitive developmental trajectories of children with Down Syndrome. To mitigate the risk of cohort effects while still tracking individual developmental changes over time, which research design should the researcher select?
(A) Cross-sequential design
(B) Cross-sectional design
(C) Longitudinal design
(D) Microgenetic design

6. Which of the following is NOT considered a fundamental principle of human growth and development?
(A) Development is a continuous process without any sudden qualitative shifts.
(B) Development proceeds from general responses to specific responses.
(C) Development is characterized by early and late-stage developmental plasticity.
(D) Development is a purely additive process of discrete, isolated behavioral units.

7. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): Cross-sectional research designs are highly susceptible to cohort effects.
Reason (R): Cohort effects arise from developmental changes occurring within an individual as they age over a long period.
(A) Both A and R are true and R is the correct

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explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. Identify the correctly matched pair of developmental concepts and their corresponding definitions:
(A) Reaction Range – The absolute, unchangeable ceiling of cognitive capacity determined strictly by parental genetic traits.
(B) Sensitive Period – A rigid, narrow timeframe during which an organism is biologically hardwired to acquire a behavior, failing which it can never be learned.
(C) Epigenesis – The bidirectional, ongoing exchange between heredity and all levels of the environment that influences gene expression.
(D) Maturation – The learning and behavioral modification that occurs exclusively as a result of formal academic instruction.

9. Consider the following statements regarding the "nature versus nurture" debate in human development:
I. "Nature" refers to hereditary influences and biological maturations that are genetically programmed.
II. "Nurture" encompasses all environmental factors, including social interactions, nutrition, and cultural contexts.
III. Contemporary developmentalists view nature and nurture as mutually exclusive forces that operate independently of one another.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

10. According to Section 3 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, as amended, what is the age range during which a child with benchmark disabilities is entitled to free and compulsory education?
(A) Birth to eighteen years
(B) Three to eighteen years
(C) Six to fourteen years
(D) Six to eighteen years

11. A 3-year-old child with Down Syndrome presents with significant generalized hypotonia. During a developmental screening, the special educator observes that the child can sit independently but cannot pull to stand or cruise along furniture. The multidisciplinary team is planning a home-based motor intervention. Which of the following approaches is most clinically appropriate to target the child's delayed motor development?
(A) Bypassing motor goals to focus solely on receptive language training, assuming that congenital hypotonia cannot be modified through early physical intervention.
(B) Integrating sensory-motor play, structural weight-bearing, and joint approximation to facilitate core neuromuscular stability and transition milestones.
(C) Implementing high-resistance weight-training exercises to rapidly increase skeletal muscle mass before initiating any functional, active motor transitions.
(D) Restricting the child's independent movements to adaptive seating devices in order to prevent musculoskeletal alignment and joint deformities during floor play.

12. Which of the following provides the most accurate illustration of the proximodistal trend of physical development during the prenatal and infant stages?
(A) The head and chest growing rapidly during early embryonic stages, followed much later by the elongation of the lower limbs.
(B) The central axis of the body, including internal organs, developing before peripheral extremities like hands and feet.
(C) The fetus developing voluntary control over its fingers and toes before gaining control over its shoulders and upper arms.
(D) The myelin sheath of the spinal cord developing from the lower lumbar region upward to the cervical and cranial areas.

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13. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): Children with congenital visual impairments frequently exhibit delays in early postural control and independent locomotion milestones.
Reason (R): Motor development is a purely neuromuscular maturation process that is entirely unaffected by sensory feedback loops or environmental affordances.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

14. What is the correct chronological sequence of gross motor development milestones typically observed during infancy?
(A) Roll over, Sit without support, Crawl, Pull to stand, Stand alone
(B) Sit without support, Roll over, Crawl, Pull to stand, Stand alone
(C) Roll over, Crawl, Sit without support, Stand alone, Pull to stand
(D) Sit without support, Roll over, Pull to stand, Crawl, Stand alone

15. Consider the following statements regarding the diagnosis and conceptualization of "Developmental Delay" in young children:
I. It is typically diagnosed when a child does not reach developmental milestones within the expected range in one or more developmental domains.
II. In India, under the RPWD Act 2016, "developmental delay" is a standalone, permanent disability category eligible for a lifetime disability certificate.
III. It can manifest in physical, cognitive, communication, social, emotional, or adaptive behavioral development.
IV. Early intervention services are designed to address developmental delays and minimize the need for special education services later in life.
Which of the above statements are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

16. Which of the following statements regarding early developmental screening and assessment of infants and toddlers is INCORRECT?
(A) Developmental screening is a brief, formal procedure designed to identify children who require comprehensive evaluation.
(B) Diagnostic assessments are used to confirm developmental delays, establish eligibility, and guide intervention planning.
(C) Standardized screening tools are designed to provide a definitive medical etiology for complex neurodevelopmental disorders.
(D) Ongoing curriculum-based assessment is essential to monitor progress and adjust instruction in early childhood education.

17. What is the primary developmental consequence of early and prolonged sensory deprivation (such as uncorrected bilateral congenital cataracts) during the "critical period" of visual development in infancy?
(A) The child will easily catch up to age-appropriate visual acuity once the bilateral cataracts are surgically removed in late childhood.
(B) Permanent cortical blindness or visual deficits due to irreversible degeneration of unused neural pathways in the visual cortex.
(C) A compensatory, hyper-development of the auditory and tactile cortical regions, which renders any future visual recovery unnecessary.
(D) The developmental trajectory of the visual cortex shifts from a cephalocaudal direction to a proximodistal pattern of organization.

18. In the context of early childhood education and inclusive practices, the concept of "developmental readiness" is best described as:
(A) The absolute chronological age at which all children, regardless of developmental disability, are exposed to formal academic instruction.
(B) The biological maturation of the cerebral cortex that occurs completely independently of environmental stimuli or targeted instruction.
(C) The successful completion of all physical motor milestone transitions, including independent walking and refined pincer grasp control.
(D) The stage where a child has acquired the prerequisite physical, cognitive, and social capacities to benefit from specific learning.

19. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): Early childhood is considered a highly sensitive period for language acquisition.
Reason (R): Synaptic density and neural plasticity in the language areas of the brain peak during early childhood, making the acquisition of native grammar and phonology highly efficient.
(A) Both A and R are true and R is the correct

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

20. Identify the incorrectly matched pair of developmental research methods and their associated characteristics:
(A) Microgenetic Design – Observations of a child's behavior are made intensively over a short period as a developmental change occurs.
(B) Longitudinal Design – Tracks the same cohort of participants repeatedly over a long span of time to observe developmental trajectories.
(C) Cross-Sectional Design – Compares individuals of different ages at a single point in time, which eliminates cohort effects.
(D) Sequential Design – Combines cross-sectional and longitudinal approaches to allow researchers to distinguish age-related changes from cohort effects.

21. According to Jean Piaget's cognitive developmental theory, when a child encounters new environmental information that does not fit into their existing cognitive structures (schemas), they experience cognitive disequilibrium. To restore balance, they must modify their existing schemas. What is this adaptive cognitive process called?
(A) Accommodation
(B) Assimilation
(C) Organization
(D) Egocentrism

22. Consider the following statements regarding Jean Piaget's stages of cognitive development:
I. Sensory-motor schemas are primarily physical and actions-based.
II. Object permanence is fully achieved by the end of the preoperational stage.
III. Conservation of liquid and mass is a hallmark achievement of the concrete operational stage.
IV. Abstract, hypothetical-deductive reasoning is the defining feature of the formal operational stage.
V. Egocentrism is the dominant cognitive limitation of the concrete operational stage.
Which of the above statements are correct?
(A) I, II, and III only
(B) I, IV, and V only
(C) II, III, and IV only
(D) I, III, and IV only

23. Lev Vygotsky's Socio-cultural Theory emphasizes that cognitive development is a socially mediated process. What is the term used to describe the distance between a learner's actual developmental level (independent problem-solving) and their potential developmental level (problem-solving under adult guidance or in collaboration with more capable peers)?
(A) Scaffolding
(B) Zone of Proximal Development
(C) Private Speech
(D) Inner Speech

24. A student obeys classroom rules solely to avoid physical punishment and receive tangible rewards from the teacher. According to Lawrence Kohlberg's theory of moral development, which level of moral reasoning is this student demonstrating?
(A) Conventional level
(B) Post-conventional level
(C) Pre-conventional level
(D) Autonomous level

25. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): According to Lev Vygotsky, private speech in early childhood is a critical tool for self-regulation, cognitive planning, and behavioral control.
Reason (R): Jean Piaget viewed private speech as egocentric speech, reflecting the young child's cognitive inability to take the perspective of others.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. An inclusive school teacher notices that a 10-year-old student with physical disabilities is hesitant to participate in academic group tasks, often expressing feelings of inadequacy and comparing themselves unfavorably to their typically developing peers. According to Erik Erikson's psychosocial theory, which developmental stage crisis is this student currently navigating?

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(A) Industry versus Inferiority
(B) Autonomy versus Shame and Doubt
(C) Initiative versus Guilt
(D) Identity versus Role Confusion

27. Under Urie Bronfenbrenner's Ecological Systems Theory, which system is defined by the interactions and relations between the different microsystems of a child (such as the connection between the child's parents and their special education school)?
(A) Exosystem
(B) Mesosystem
(C) Macrosystem
(D) Chronosystem

28. In Piagetian theory, a child with visual impairment may take longer to acquire the concept of "object permanence." Which of the following adaptations would be most effective for a special educator to facilitate this cognitive milestone?
(A) Verbalizing descriptions of visual objects that are removed from the child's immediate field of view.
(B) Using tactile and auditory toys to play hide-and-seek games with sound-producing objects within reach.
(C) Keeping the classroom physical environment completely static and avoiding any manual or tactile changes.
(D) Delaying cognitive tasks entirely until the child reaches the concrete operational developmental stage.

29. Consider the following instructional practices used by a special education teacher:
I. Breaking a complex task into smaller, manageable steps.
II. Providing physical prompts that are gradually faded as the student gains competence.
III. Giving direct, explicit feedback during the initial stages of learning.
Which of the above practices are examples of scaffolding according to Vygotskian theory?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

30. During a moral discussion on a classroom dilemma, an adolescent student argues: "He should not steal the drug because stealing is illegal, and if everyone broke the law, society would descend into absolute chaos." Which of Kohlberg's stages of moral development does this response represent?
(A) Stage 2: Individualism, Instrumental Purpose, and Exchange
(B) Stage 3: Mutual Interpersonal Expectations, Relationships, and Interpersonal Conformity
(C) Stage 4: Social System and Conscience (Law and Order)
(D) Stage 5: Social Contract or Individual Rights

31. A student's family experienced sudden displacement due to a major natural disaster, which drastically disrupted the student's schooling and accessibility to therapy services. According to Bronfenbrenner's Ecological Systems Theory, this environmental transition over time is analyzed within the:
(A) Microsystem
(B) Mesosystem
(C) Exosystem
(D) Chronosystem

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32. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): Adolescents with congenital physical disabilities are at a higher risk of experiencing identity diffusion or identity foreclosure during transition periods.
Reason (R): The development of a cohesive personal identity is heavily influenced by peer acceptance, physical self-concept, and opportunities for autonomous vocational exploration, which can be restricted for youth with disabilities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

33. A 4-year-old child looks at a passing cloud and remarks: "The cloud is following me because it wants to play with me." This type of preoperational thought is termed:
(A) Transductive reasoning
(B) Animistic thinking
(C) Centration
(D) Conservation

34. Identify the correctly matched pair of developmental theorists and their primary conceptual frameworks:
(A) Lev Vygotsky – Cognitive progression and schema adaptation through equilibration and assimilation.
(B) Jean Piaget – Cognitive development mediated by cultural tools and social interaction.
(C) Lawrence Kohlberg – Moral and psychological development determined by classical conditioning.
(D) Erik Erikson – Personality development throughout eight distinct psychosocial stages.

35. In a resource room, a special educator is teaching reading comprehension to a 9-year-old student with a Specific Learning Disability (SLD) in reading. The teacher initially reads the passage aloud, points out key vocabulary, and asks guided questions. As the student begins to comprehend, the teacher gradually reduces the verbal prompts and asks the student to read silently and summarize the passage independently. This instructional technique is based on which developmental theory?
(A) Vygotsky's Socio-cultural Theory
(B) Piaget's Cognitive Constructivism
(C) Skinner's Operant Conditioning
(D) Bandura's Social Learning Theory

36. According to Piaget, what is the key cognitive limitation that prevents preoperational children from solving conservation tasks?
(A) Inability to use mental representations or complex symbolic thought to understand changes in physical appearance.
(B) Lack of object permanence, making them quickly forget the initial volume and dimensions of the liquid stimulus.
(C) Centration, causing them to focus on one salient aspect of a stimulus while neglecting other features.
(D) Highly developed formal operational reasoning that over-analyzes the physical structure of the container.

37. During early childhood, a toddler with developmental delays is learning basic self-care skills, such as feeding and dressing themselves. According to Erik Erikson, if the parents are overly overprotective or punish the child's unsuccessful attempts, the child may develop a sense of:
(A) Shame and Doubt
(B) Mistrust
(C) Guilt
(D) Inferiority

38. Consider the following characteristics of moral development:
I. Moral decisions are guided by self-chosen ethical principles.
II. Rules are viewed as external and absolute to avoid punishment.
III. Behaviors are judged based on reciprocal exchanges and self-interest.
IV. Actions are evaluated by their conformity to social laws and duties.
Which of the above characteristics are associated with Lawrence Kohlberg's Pre-conventional level of moral development?
(A) I and II only
(B) III and IV only
(C) I and IV only
(D) II and III only

39. A local government changes its public transportation policy, resulting in the reduction of specialized accessible bus routes to a special school. This policy change directly impacts a student with physical disabilities, even though the student was not directly involved in the decision-making process. According to Bronfenbrenner, this impact originates from which ecological system?
(A) Microsystem
(B) Exosystem
(C) Mesosystem
(D) Macrosystem

40. According to Lev Vygotsky, what is the developmental relationship between language and thought?
(A) Language and thought develop completely independently throughout the lifespan, never intersecting at any developmental point.
(B) Language is a direct product of cognitive structures, meaning that cognitive development entirely precedes language acquisition.
(C) Language and thought start as separate functions but merge around age three, language becoming the primary tool for thought.
(D) Language is purely an expressive

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communication outlet that has no influence on internal cognitive processes or problem-solving.

41. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): A student with a moderate intellectual disability may exhibit a plateau in cognitive development, remaining in the concrete operational stage without fully transitioning to formal operational thinking.
Reason (R): Transitioning to the formal operational stage requires abstract reasoning, propositional logic, and hypothetical-deductive thinking, which are highly vulnerable to limitations in intellectual functioning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. Identify the INCORRECTLY matched pair of Bronfenbrenner's ecological systems and environmental contexts:
(A) Exosystem – The cultural values, beliefs, and laws regarding disability rights in India.
(B) Microsystem – The immediate classroom environment where the child interacts with their special educator.
(C) Mesosystem – The ongoing interaction between the child's parents and the school occupational therapist.
(D) Chronosystem – The birth of a new sibling or the sudden transition from primary to secondary school.

43. According to Erikson's psychosocial theory, a sense of "trust" during infancy is established when:
(A) Infants are allowed to explore their immediate environment completely free of any parental guidance or physical boundaries.
(B) Parents provide consistent, responsive, and warm caregiving that meets the infant's physiological and physical needs.
(C) Infants are taught structured, academic readiness skills through rigid operant conditioning and behavioral reinforcement.
(D) Parents encourage high levels of independence, self-care, and self-reliance before the infant reaches six months of age.

44. In comparing the cognitive development theories of Piaget and Vygotsky, which of the following statements is correct?
(A) Piaget emphasized the critical role of social interaction in cognitive development, whereas Vygotsky prioritized physical exploration.
(B) Piaget characterized the child as an independent scientist, whereas Vygotsky saw the child as learning through collaboration.
(C) Piaget viewed learning as preceding development, while Vygotsky posited that developmental stages must be completed before learning.
(D) Both theorists agreed that development is a universal process that is completely uniform across different cultures and contexts.

45. A child is given five sticks of varying lengths and is asked to arrange them from the shortest to the longest. The child successfully performs this task. According to Jean Piaget, this child has demonstrated the cognitive ability of:
(A) Seriation
(B) Classification
(C) Transitivity
(D) Reversibility

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46. What was Carol Gilligan's primary critique of Lawrence Kohlberg's theory of moral development?
(A) It significantly underestimated the inherent cognitive and moral abilities of preschool-aged children during early stages.
(B) It failed to account for moral changes and ethical reasoning adaptations during late adulthood and progressive old age.
(C) It was biased toward a justice perspective and undervalued a care perspective commonly emphasized in female socialization.
(D) It relied too heavily on structured observational research methods rather than hypothetical cognitive moral dilemmas.

47. Consider the following developmental crises described by Erik Erikson:
I. Trust versus Mistrust
II. Autonomy versus Shame and Doubt
III. Initiative versus Guilt
IV. Industry versus Inferiority
V. Identity versus Role Confusion
Which of the following represents the correct chronological sequence of these psychosocial developmental stages from infancy through adolescence?

(A) I, II, III, IV, V
(B) II, I, III, V, IV
(C) I, III, II, IV, V
(D) I, II, IV, III, V

48. In the context of assessing children with special needs, which of the following best describes the Vygotskian-inspired "Dynamic Assessment" model?
(A) Administering a highly standardized IQ test under strict, non-interactive testing conditions to determine baseline cognitive functioning.
(B) A clinical neurological evaluation that measures brainwave activity during complex motor planning and sensory coordination tasks.
(C) An interactive approach measuring both independent performance and learning potential when provided with systematic cues.
(D) A peer-rating scale where typical classmates evaluate the social competence and adaptive behavior of a student with a disability.

49. A 5-year-old child on the autism spectrum struggles to understand that their classmate is crying because their toy broke, failing to attribute internal mental states (like sadness or disappointment) to others. This cognitive profile reflects a developmental deficit in which of the following areas?
(A) Object permanence
(B) Theory of Mind (ToM)
(C) Conservation of emotion
(D) Transductive reasoning

50. In Urie Bronfenbrenner's Ecological Systems Theory, the National Education Policy (NEP) 2020 and its mandates for inclusive education of Children with Special Needs (CWSN) are situated within the:
(A) Microsystem
(B) Mesosystem
(C) Exosystem
(D) Macrosystem

51. The National Education Policy (NEP) 2020 recommends a restructuring of school pedagogy. What is the newly proposed pedagogical and curricular structure for the "Foundational Stage" of early childhood and primary education, and what age group does it cover?
(A) 3 years structure (Ages 3 to 6 years)
(B) 4 years structure (Ages 6 to 10 years)
(C) 5 years structure (Ages 3 to 8 years)
(D) 5 years structure (Ages 6 to 11 years)

52. When teaching handwriting and scissor-cutting skills to a child with Spastic Diplegic Cerebral Palsy in an early childhood classroom, the special educator must prioritize which of the following developmental adaptations?
(A) Isolating fine motor activities entirely from gross motor positioning, under the assumption that trunk stability is unrelated to hand function.
(B) Restricting all fine-motor play and manual coordination tasks to prevent excessive muscle fatigue and joint strain in the upper extremities.
(C) Ensuring proper pelvic and trunk alignment through adaptive seating to provide a stable physical base for distal hand control.
(D) Replacing manual fine motor tasks entirely with voice-activated assistive technology to completely bypass typical motor development goals.

53. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): Early childhood intervention programs for infants and toddlers with developmental delays yield significantly better long-term outcomes when implemented before age three.
Reason (R): Neural plasticity and synaptogenesis are at their highest developmental rates during the first three years of life, making the brain highly receptive to sensory and motor environmental enrichment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

54. What is the developmentally typical sequence of pre-linguistic and early linguistic vocalization milestones observed in infants?
(A) Babbling, Cooing, Holophrases, Telegraphic speech
(B) Cooing, Babbling, Telegraphic speech, Holophrases
(C) Cooing, Babbling, Holophrases, Telegraphic speech

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(D) Babbling, Cooing, Telegraphic speech, Holophrases

55. According to Mildred Parten's categories of social play, which type of play is characterized by a child playing independently with toys similar to those used by nearby children, but without any attempts to interact or influence the other children's play?
(A) Solitary play
(B) Parallel play
(C) Associative play
(D) Cooperative play

56. Which of the following developmental screening instruments is specifically designed to identify early socio-communicative deficits associated with Autism Spectrum Disorder (ASD) in toddlers aged 16 to 30 months?
(A) Denver Developmental Screening Test II (DDST-II)
(B) Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
(C) Modified Checklist for Autism in Toddlers, Revised (M-CHAT-R)
(D) Vineland Adaptive Behavior Scales (VABS)

57. Consider the following sensory-motor stimulation activities:
I. Presenting high-contrast black-and-white visual cards within the infant's visual field.
II. Placing auditory toys (rattles, bells) in different directions to encourage sound localization.
III. Providing toys with varying textures (rough, smooth, soft) for tactile exploration.
Which of the above activities are critical early intervention strategies to prevent developmental delays in infants with congenital visual impairments?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

58. According to John Bowlby's Attachment Theory, when an infant shows extreme distress upon maternal separation, but displays an inconsistent mix of seeking proximity and angrily resisting contact upon reunion, which attachment style is the child demonstrating?
(A) Resistant/Ambivalent Attachment
(B) Secure Attachment
(C) Avoidant Attachment
(D) Disorganized/Disoriented Attachment

59. When designing early childhood education curricula for children with moderate-to-severe intellectual disabilities, which pedagogical approach is most effective?
(A) Relying strictly on abstract, lecture-based instructional methodologies to build intellectual capacities.
(B) Employing a multisensory approach with concrete materials, task analysis, and visual schedules.
(C) Restricting learning activities to unstructured play, without any instructional objectives.
(D) Utilizing advanced, text-heavy reading worksheets to build pre-literacy skills.

60. Which of the following statements regarding executive functioning (EF) development in early childhood (ages 3 to 6 years) is correct?
(A) Executive functioning is fully mature by age 5, and no further developmental changes or cognitive refinements occur during childhood.
(B) Executive functioning includes working memory, inhibitory control, and cognitive flexibility, developing rapidly in this period.
(C) Executive functioning is highly localized in the occipital lobe and is completely uninfluenced by early environmental stressors.
(D) Executive functioning deficits are entirely irrelevant to the early diagnosis and clinical assessment of ADHD in young children.

61. A 2-year-old toddler is referred to an early intervention center with suspected developmental delays. The interdisciplinary evaluation reveals that the child has significant delays in expressive language (uses only 2 single words), motor skills (cannot walk independently), and adaptive skills (struggles with finger-feeding). The parents are overwhelmed and feel anxious about their child's future. Which of the following represents the most appropriate, family-centered early intervention practice?
(A) Engaging parents as active partners, identifying family priorities, and embedding motor, language, and adaptive goals into daily routines.
(B) Informing the parents that their child will likely require residential institutional care and recommending they defer motor intervention plans.

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(C) Establishing a clinical IEP focusing exclusively on language while instructing parents to keep the child passive at home to avoid any injury.
(D) Instructing the parents to strictly conduct isolated physical therapy exercises for three hours daily, despite any signs of emotional distress.

62. A child who struggles with fine motor planning, shows poor finger-to-thumb opposition, and exhibits difficulty coordinating the small muscles of the hand for self-feeding likely presents with deficits in which of the following areas of motor development?
(A) Gross motor coordination
(B) Vestibular processing
(C) Fine motor praxis and manipulation
(D) Cephalocaudal alignment

63. During the early childhood stage, a child's self-concept is primarily based on:
(A) Abstract psychological traits, internal motivations, political beliefs, and stable personality dispositions.
(B) Complex socio-emotional comparisons and evaluation of their academic and cognitive standing relative to peers.
(C) Intricate vocational aspirations, future-oriented societal roles, and deeply held philosophical values.
(D) Concrete, observable characteristics such as physical appearance, possessions, and specific physical skills.

64. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): In early childhood classrooms, cooperative play activities can present significant social barriers for children with Autism Spectrum Disorder (ASD).
Reason (R): Cooperative play requires advanced joint attention, theory of mind, reciprocal verbal and non-verbal communication, and social imitation skills, which are core diagnostic deficit areas in ASD.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

65. Which of the following statements is INCORRECT regarding language acquisition in congenitally deaf children?
(A) Congenitally deaf children who are exposed to natural sign language from birth acquire sign language milestones at a comparable rate to hearing children acquiring spoken language.
(B) Spoken language acquisition in deaf children is completely automatic and requires no specialized speech-therapy or audiological interventions.
(C) Deaf children of hearing parents who are not exposed to sign language often develop "home sign" systems to communicate basic needs.
(D) Early cochlear implantation or high-quality amplification, followed by intensive auditory-verbal therapy, can facilitate spoken language development.

66. A special educator observes that a 5-year-old child with Down Syndrome is primarily engaging in solitary and onlooker play in the inclusive preschool classroom. To facilitate transition to parallel and simple cooperative play, the teacher should:
(A) Leave the child alone during free play times, assuming that play styles are biologically fixed and cannot be socially modified.
(B) Place the child in a quiet corner of the classroom with complex board games designed for older typically developing children.
(C) Restrict the child from recess and social times entirely until they demonstrate age-appropriate social play skills independently.
(D) Structure peer-mediated play using shared visual materials (such as a water table) and provide direct behavioral prompts.

67. Which of the following pre-literacy skills is the single best predictor of successful reading and spelling acquisition in early childhood?
(A) Phonological awareness, specifically phonemic blending.
(B) The child's ability to count physical objects from 1 to 100.
(C) The rapid and precise execution of uppercase letter writing.
(D) The absolute size of the child's receptive vocabulary at age 2.

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68. A 4-year-old child in an inclusive preschool displays extreme hypersensitivity to sensory stimuli, frequently covering their ears during group singing, avoiding tactile materials like finger-paints or sand, and experiencing intense emotional meltdowns in brightly lit, noisy rooms. This profile is indicative of:
(A) Severe intellectual disability with oppositional defiant traits.
(B) Congenital conductive hearing impairment.
(C) Sensory Processing Disorder (SPD) characterized by sensory over-responsivity.
(D) Typical, age-appropriate behavior that requires no educational accommodations.

69. Which of the following models of early intervention is characterized by active professional collaboration, where a single designated primary service provider coordinates with a team of consultants (OT, PT, SLT) to minimize family stress and ensure holistic development?
(A) Transdisciplinary Model
(B) Multidisciplinary Model
(C) Interdisciplinary Model
(D) Medical-Clinical Model

70. Consider the following components of an Individualized Family Service Plan (IFSP) for an infant with developmental delays:
I. A statement of the infant's present levels of physical, cognitive, communication, social-emotional, and adaptive development.
II. A statement of the family's resources, priorities, and concerns related to enhancing the infant's development.
III. The expected major outcomes projected to be achieved for the infant and family.
IV. A transition plan detailing the steps to support the transition of the toddler to preschool special education services.
Which of the above components are legally required in an IFSP under international best practices?
(A) I and II only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

71. In early childhood, which of the following signs represents a potential early behavioral precursor to Specific Learning Disability (SLD) in reading (Dyslexia)?
(A) Advanced vocabulary development, exceptional speech clarity, and early onset of independent reading.
(B) Persistent trouble pronouncing simple words, rhyming, and learning letter-sound associations.
(C) A strong and consistent preference for non-verbal, spatial-constructional play over social games.
(D) Significant delays in achieving early gross motor milestones, particularly independent walking.

72. During early childhood, the transition from a primitive "palmar grasp" to a mature "tripod grasp" is critical for writing readiness. What is the typical age range at which a child develops a dynamic tripod grasp?
(A) 12 to 18 months
(B) 2 to 3 years
(C) 4 to 6 years
(D) 8 to 10 years

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73. Which of the following strategies is most appropriate for a special educator to help a preschool child with Emotional and Behavioral Disorders (EBD) develop emotional regulation skills during classroom transitions?
(A) Implementing sudden, unannounced changes in the classroom schedule to build internal emotional resilience.
(B) Separating the child from the classroom environment permanently during all daily activity transitions.
(C) Ignoring all disruptive behaviors and expecting the child to self-regulate without any instruction.
(D) Using visual schedules, clear transition warnings, and teaching simple, functional calming strategies.

74. In Piagetian theory, which sensorimotor substage is characterized by the emergence of "mental representation" and deferred imitation, typically developing between 18 and 24 months?
(A) Substage 3: Secondary Circular Reactions
(B) Substage 4: Coordination of Secondary Circular Reactions
(C) Substage 5: Tertiary Circular Reactions
(D) Substage 6: Mental Representation (Invention of New Means through Mental Combination)

75. Which of the following standardized developmental assessment scales is commonly used in India to measure the mental and motor

development of infants and toddlers up to 2.5 years?
(A) Wechsler Intelligence Scale for Children (WISC)
(B) Developmental Assessment Scale for Indian Infants (DASII)
(C) Vineland Social Maturity Scale (VSMS)
(D) Raven's Progressive Matrices (RPM)

76. During early adolescence, the onset of puberty brings significant physiological and physical changes. For girls with significant physical disabilities, such as severe Spastic Quadriplegic Cerebral Palsy, which pubertal challenge requires specific collaborative management by the special educator, school nurse, and parents?
(A) The sudden and completely unexpected loss of all previously acquired receptive communication skills.
(B) Menstrual hygiene management and potential increases in muscle spasms or seizure activity during cycles.
(C) A rapid cognitive regression from formal operational thinking back to primitive sensory-motor schemas.
(D) The biological regression of all fine motor manipulation skills back to early infant reflexive grasp.

77. According to James Marcia's theory of identity statuses during adolescence, which status is characterized by an adolescent who has made a firm commitment to an identity (such as a career choice or religious belief) based on parental values, without undergoing any active personal exploration or crisis?
(A) Identity Foreclosure
(B) Identity Diffusion
(C) Identity Moratorium
(D) Identity Achievement

78. A 14-year-old student in Class VIII has a diagnosed Specific Learning Disability (SLD) in reading and writing. As academic demands increase, the student exhibits low academic self-efficacy, frequently making comments like: "I am stupid, and no matter how hard I study, I will fail." The student has started skipping classes and avoiding assignments. Which of the following intervention strategies is most appropriate for the special education teacher to rebuild the student's motivation and academic self-concept?
(A) Assigning highly simplified, grade-inappropriate academic tasks (such as Class II coloring worksheets) to guarantee immediate success.
(B) Encouraging the student to focus strictly on non-academic sports activities while withdrawing from all core curriculum subjects.
(C) Teaching cognitive reframing, utilizing text-to-speech software, and structuring tasks into achievable goals to facilitate success.
(D) Implementing strict punitive consequences, such as detention and academic suspension, to motivate the student to work harder.

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79. Peer relationships play a central role in socio-emotional development during early adolescence. To foster social inclusion of adolescents with developmental disabilities in secondary schools, which of the following is the most effective evidence-based strategy?
(A) Isolating adolescents with disabilities in self-contained special education units during all non-academic and social school times.
(B) Instructing typically developing peers to ignore the adolescent with a disability to avoid making them feel highly self-conscious.
(C) Replacing all face-to-face adolescent social interactions with virtual, computer-based social skills simulations and games.
(D) Implementing Peer-Mediated Intervention programs where typically developing peers act as social buddies during extracurriculars.

80. According to Piaget's theory, the transition to formal operational thought allows adolescents to solve scientific problems systematically. What is the cognitive process called where adolescents develop a hypothesis about a problem, deduce logical testable inferences, and systematically isolate and combine variables to find the correct solution?
(A) Trial-and-error reasoning
(B) Transductive reasoning
(C) Hypothetico-deductive reasoning
(D) Concrete operational conservation

81. An adolescent student refuses to attend school because of a minor, barely noticeable blemish on their face, firmly believing that every classmate and teacher will be staring at it and judging them. According to David Elkind, this behavioral pattern represents which form of adolescent egocentrism?
(A) Personal Fable
(B) Imaginary Audience

(C) Decentering
(D) Cognitive Dissonance

82. Analyze the following statements consisting of an Assertion (A) and a Reason (R), and select the correct option:
Assertion (A): Adolescents with intellectual and developmental disabilities are highly vulnerable to physical and social exploitation during puberty.
Reason (R): Pubertal physical changes occur independently of cognitive status, and these adolescents are frequently denied access to age-appropriate, accessible comprehensive sexuality and self-protection education.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

83. Which of the following profiles of executive functioning deficits is commonly observed in adolescents with Attention-Deficit/Hyperactivity Disorder (ADHD) as they face the increased organizational demands of secondary school?
(A) Deficits in working memory, time-management, and impulse control, leading to disorganized schoolwork and academic difficulties.
(B) Hyper-focus on long-term goal setting, with early and rigid completion of all complex academic tasks and class assignments.
(C) A complete absence of egocentric thinking, accompanied by highly advanced social-emotional maturity and peer relations.
(D) Intact auditory-visual working memory coupled with a sudden and complete loss of physical and gross motor control skills.

84. During adolescence, the risk of developing clinical depression and anxiety disorders rises significantly. For neurodivergent adolescents (such as those with high-functioning Autism or ADHD), which of the following factors is a primary contributor to this increased risk?
(A) High levels of neurobiological stability, coupled with a complete lack of developmental or physiological changes.
(B) The biological regression of higher-order cognitive abilities back to the preoperational stage of development.
(C) Social isolation, academic failure, and the stressful cognitive effort of masking neurodivergence to fit in with peers.
(D) Over-reliance on practical vocational education systems and an absolute lack of academic or social pressure.

85. Consider the following skills:
I. Expressing one's disability-related needs and requesting academic accommodations.
II. Understanding one's legal rights under the RPWD Act 2016.
III. Setting personal goals and actively participating in one's IEP transition planning meetings.
IV. Relying entirely on parents and teachers to make all academic and life decisions.
Which of the above skills are key components of self-advocacy that should be taught to adolescents with disabilities in secondary schools?
(A) I, II, and III only
(B) I and II only
(C) II, III, and IV only
(D) I, III, and IV only

86. Which of the following is a primary socio-emotional developmental characteristic of early adolescence (ages 10 to 14 years)?
(A) A significant decline in peer group conformity and a return to strong parental orientation.
(B) The complete and permanent stabilization of personal identity and vocational goals.
(C) The rapid development of basic trust and early sensory-motor attachment patterns.
(D) Intense self-consciousness, concern with physical appearance, and search for peer acceptance.

87. In the context of identity development, an adolescent with profound congenital hearing loss who proudly identifies as a member of the "Deaf Culture" and prefers using Sign Language as their primary language is demonstrating an identity aligned with:
(A) The Medical Model of Disability, viewing deafness as a pathological condition to be cured.
(B) The Sociocultural Model of Disability, embracing a distinct linguistic and cultural identity.
(C) Identity Diffusion, reflecting a complete lack of commitment to any social group.
(D) The Deficit Model, viewing sign language as an inferior communication system.

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88. Adolescents with ADHD often exhibit "sensation-seeking" behaviors and are at a higher developmental risk for engaging in risky behaviors (such as substance abuse or reckless driving). Which neurodevelopmental explanation best accounts for this tendency?
(A) The hyper-mature development of the prefrontal cortex, which effectively suppresses emotional processing.
(B) The complete and irreversible degeneration of the central nervous system pathways during puberty.
(C) A mismatch between the early-maturing amygdala and the late-maturing prefrontal cortex control network.
(D) Extremely low levels of growth hormone production and physical maturation during early adolescent stages.

89. Parent-adolescent conflict typically peaks during early adolescence. For parents of adolescents with developmental disabilities, which of the following is a frequent source of conflict or stress during this transition period?
(A) The adolescent's complete and total refusal to engage in any prescribed physical, speech, or occupational therapy.
(B) The parents' persistent insistence on the adolescent transitioning to a self-contained special education institution.
(C) The absolute and permanent decline of the adolescent's physical growth and motor coordination during early puberty.
(D) The balance between the adolescent's desire for autonomy and parental concerns regarding safety and long-term care.

90. Identify the INCORRECTLY matched pair of adolescent developmental milestones and associated challenges:
(A) Gender Intensification – A complete biological rejection of all gender-typed behaviors and societal gender roles during puberty.
(B) Pubertal Growth Spurt – Rapid acceleration in physical height and weight, which can temporarily disrupt motor coordination.
(C) Formal Operational Stage – The emergence of systematic, scientific, and abstract thinking, which may be delayed in students with intellectual disabilities.
(D) Personal Fable – The belief that one's experiences and emotions are completely unique, which can lead to feelings of intense isolation or risk-taking.

91. At what age does the Individuals with Disabilities Education Act (IDEA) mandate that transition planning must be formally included as a component of the Individualized Education Program (IEP) to prepare students for adulthood?
(A) Age 10 years
(B) Age 12 years
(C) Age 16 years
(D) Age 21 years

92. In transition planning, which of the following vocational options is characterized by employing individuals with moderate-to-severe disabilities in integrated, community-based work settings alongside non-disabled employees, while providing them with ongoing support from a "job coach"?
(A) Sheltered Workshops
(B) Supported Employment
(C) Day Habilitation Centers
(D) Competitive Employment without Accommodations

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93. Consider the following statements regarding "Individualized Transition Planning (ITP)" for students with disabilities:
I. It must be based on the student's individual strengths, preferences, interests, and needs.
II. It should include post-secondary goals in the areas of training, education, employment, and independent living skills.
III. It must be designed as an isolated academic document, excluding any participation from community agencies or employers.
IV. The student with a disability should be actively encouraged to attend and participate in the planning meetings.
V. It is a lifelong document that remains active and legally binding until the individual reaches age 60.
Which of the above statements are correct?
(A) I, II, and IV only
(B) I, II, and III only
(C) I, III, and V only
(D) II, III, and IV only

94. When planning independent living goals for an adult with an Intellectual Disability, which of the following is classified as an "Instrumental Activity of Daily Living" (IADL) rather than a "Basic Activity of Daily Living" (BADL)?

(A) Independent toileting, bathing, and showering
(B) Self-feeding and drinking liquids independently
(C) Managing finances and using public transport
(D) Dressing, grooming, and styling oneself daily

95. According to the Self-Determination Theory (Deci & Ryan), which three psychological needs must be supported to foster healthy intrinsic motivation, self-advocacy, and psychological well-being in young adults with disabilities transitioning to independent life?
(A) Intelligence, Memory, and Spatial Orientation
(B) Obedience, Compliance, and Conformity
(C) Employment, Financial Security, and Guardianship
(D) Autonomy, Competence, and Relatedness

96. An 18-year-old student with a moderate Intellectual Disability is transitioning from school to adult life. The multidisciplinary team is developing an Individualized Transition Plan (ITP). The student has a keen interest in culinary arts and expresses a desire to work in a restaurant. What is the most appropriate first step the transition team should take?
(A) Explaining to the student that culinary arts is too dangerous and placing them in a sheltered workshop to assemble plastic pens.
(B) Enrolling the student directly into a competitive, fast-paced commercial kitchen without any sensory-motor supports or coaching.
(C) Conducting a functional vocational assessment to evaluate the student's skills and interests in simulated food-service environments.
(D) Postponing all vocational goals entirely until the student successfully completes a formal university degree in hospitality.

97. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, what is the mandatory reservation percentage of government jobs earmarked for persons with benchmark disabilities?
(A) Not less than 1%
(B) Not less than 3%
(C) Not less than 4%
(D) Not less than 5%

98. For adults with severe, high-support needs who cannot live completely independently, which of the following residential options provides the most inclusive, community-based environment?
(A) Large-scale, segregated state psychiatric institutions that provide strictly clinical and medical supervision.
(B) Isolated, rural nursing homes designed for geriatric care rather than community-based adult integration.
(C) Confining the individual to their family home permanently without any external social contact or therapies.
(D) Community Group Homes, which offer a small-group family environment with structured, professional support.

99. When transitioning a young adult with a Specific Learning Disability (such as Dysgraphia) into post-secondary vocational training, which of the following represents an "accommodation" rather than a "modification" of the curriculum?
(A) Using speech-to-text software to complete examinations, maintaining original academic standards.
(B) Reducing the course curriculum content by 50% and completely omitting all complex assignments.
(C) Awarding passing marks automatically without requiring the student to complete any course work.
(D) Replacing the vocational certification exam with a basic, pre-academic sensory-motor activities.

100. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, how is the concept of "guardianship" for adults with intellectual and developmental disabilities restructured to support their autonomy?
(A) Reinforcing absolute plenary guardianship where the guardian makes all decisions, completely bypassing the individual's own will.
(B) Declaring that all adults with intellectual disabilities are legally incompetent to hold property or make independent decisions.
(C) Introducing limited guardianship, a system of joint decision-making where the guardian acts on mutual support and consultation.
(D) Transferring all guardianship and legal decision-making powers exclusively to state police and municipal administrative authorities.

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ANSWERS

1. (B) Development is a lifelong, multidirectional, and plastic process of progressive changes leading to overall maturity.
Human development encompasses qualitative and quantitative changes that occur from conception through the end of life. Unlike growth, which primarily focuses on physical and structural alterations like height and weight, development involves a multifaceted trajectory of maturation and skill acquisition. It remains a flexible process influenced by both genetic potential and environmental experiences across various life stages.

2. (D) Cephalocaudal developmental trend
Physical and motor development follows specific directional patterns during infancy and early childhood. The cephalocaudal principle dictates that control and coordination progress from the head downward toward the feet. An infant demonstrating mastery of head stability before achieving trunk control and eventually using their legs for standing exemplifies this universal biological sequence of neuromuscular maturation and physiological growth throughout early life.

3. (A) Both A and R are true and R is the correct explanation of A
While every child follows a universal sequence of motor development milestones, the speed at which these milestones are reached varies significantly between individuals. These differences occur because developmental trajectories are shaped by a unique combination of genetic blueprints and environmental contexts. Biological trends provide the predictable order of progression, while external factors influence the specific timing of achievement for everyone.

4. (C) The genetic restriction of developmental pathways to a limited number of outcomes despite environmental variations.
Genetic canalization represents a biological safeguard that ensures certain essential human traits and behaviors develop predictably across a wide range of environments. This mechanism restricts developmental pathways, making certain milestones, such as walking or basic language acquisition, relatively resistant to environmental fluctuations. It ensures that species-typical characteristics emerge consistently, provided the environment stays within a normal, survivable range for the individual.

5. (A) Cross-sequential design
To study developmental trajectories effectively, researchers must account for both individual changes and broader societal shifts. The cross-sequential design achieves this by following multiple age groups simultaneously over an extended period. This approach allows for the observation of long-term developmental patterns within individuals while identifying and controlling for cohort effects, where specific historical or social experiences might influence different age groups.

6. (D) Development is a purely additive process of discrete, isolated behavioral units.
Human development is characterized by complex, integrated processes rather than the mere accumulation of separate behaviors. It involves continuous changes and qualitative shifts where simpler skills are reorganized into more sophisticated patterns. Development proceeds from general to specific responses and exhibits plasticity at various stages. Viewing the process as a purely additive collection of isolated units contradicts established developmental psychology principles.

7. (C) A is true but R is false
Cross-sectional research is frequently impacted by cohort effects, which occur when differences between age groups result from unique historical or cultural experiences rather than actual aging. While these designs are susceptible to such biases, the definition of cohort effects pertains to generational differences, not the internal changes occurring within a single person over time. Therefore, the stated reason incorrectly defines the phenomenon.

8. (C) Epigenesis – The bidirectional, ongoing exchange between heredity and all levels of the environment that influences gene expression.
The concept of epigenesis highlights the dynamic relationship between a person's genetic makeup

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and their environment. It posits that development is not predetermined by DNA alone; instead, environmental factors and experiences actively influence how genes are expressed throughout the lifespan. This perspective emphasizes that nature and nurture are deeply intertwined, constantly shaping an individual's physical, cognitive, and social-emotional growth trajectories.

9. (A) I and II only
The nature-nurture debate explores how biological and environmental factors contribute to human growth. Nature refers to the genetic blueprint and physiological maturation processes that are pre-programmed. Nurture involves external influences, such as social interactions, nutrition, and culture. Modern researchers recognize that these forces do not operate independently; rather, they interact in complex ways to shape an individual's unique developmental outcomes.

10. (D) Six to eighteen years
The Right of Children to Free and Compulsory Education Act ensures that all children have access to schooling. While the general age range for free education is six to fourteen, specific amendments extend this period for children with benchmark disabilities. For these individuals, the entitlement remains active from age six until they reach eighteen years of age to ensure equity.

11. (B) Integrating sensory-motor play, structural weight-bearing, and joint approximation to facilitate core neuromuscular stability and transition milestones.
For an infant with Down Syndrome and hypotonia, intervention must focus on improving muscle tone and stability to support milestone progression. Using sensory-motor play and joint approximation techniques helps the nervous system process physical input more effectively. These strategies encourage the child to develop the core strength and stability necessary for more complex transitions, such as pulling to stand and cruising.

12. (B) The central axis of the body, including internal organs, developing before peripheral extremities like hands and feet.
Proximodistal development refers to the growth pattern starting from the center of the body and moving outward toward the extremities. During prenatal stages and infancy, vital internal organs and the trunk develop earlier than distal parts like the arms, legs, fingers, and toes. This biological sequence ensures that the body's life-sustaining systems and central structures are established before peripheral functions.

13. (C) A is true but R is false
Visual input is essential for providing feedback that guides motor exploration and the development of balance. Children with visual impairments often face delays in independent locomotion because they lack the visual motivation and cues necessary for movement. The assertion that motor development is purely internal and unaffected by sensory feedback is incorrect, as environment and perception play vital roles in maturation.

14. (A) Roll over, Sit without support, Crawl, Pull to stand, Stand alone
Gross motor development follows a predictable, sequential order as the infant gains muscular control and coordination. Typically, infants learn to roll over first, followed by sitting independently as trunk strength increases. Once mobile, they begin to crawl before attempting to pull themselves into a standing position. The final milestone in this specific early sequence is achieving the ability to stand alone.

15. (B) I, III, and IV only
Developmental delay occurs when a child does not reach expected milestones in domains such as physical, cognitive, or communication skills. Early intervention is designed to address these gaps and improve long-term outcomes. While it is a recognized clinical condition for providing services, it is not categorized as a permanent, standalone disability under the RPWD Act, as delays can often be overcome.

16. (C) Standardized screening tools are designed to provide a definitive medical etiology for complex neurodevelopmental disorders.
Screening tools are intended to quickly identify children who may be at risk for developmental issues, rather than providing a formal diagnosis or determining medical causes. They serve as a first step to determine if more comprehensive evaluations are necessary. Definitive medical etiologies require thorough diagnostic testing and specialized clinical assessments that go beyond the scope of a brief developmental screening procedure.

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17. (B) Permanent cortical blindness or visual deficits due to irreversible degeneration of unused neural pathways in the visual cortex.
During critical periods of development, the brain requires specific sensory input to form and maintain neural connections. If an infant experiences prolonged sensory deprivation, such as from uncorrected cataracts, the visual cortex fails to develop properly. This lack of stimulation leads to the permanent loss of neural pathways, resulting in lasting visual deficits even if the physical cause is eventually corrected.

18. (D) Stage where a child has acquired the prerequisite physical, cognitive, and social capacities to benefit from specific learning.
Developmental readiness refers to the point when a child's neurological maturation and previous experiences align to make them capable of learning new skills. This concept acknowledges that biological growth and environmental preparation must coincide for instruction to be effective. It is not determined solely by age, but rather by the child's overall ability to engage with and master specific educational tasks.

19. (A) Both A and R are true and R is the correct explanation of A
Early childhood is a sensitive period for language because the brain exhibits peak plasticity and high synaptic density in areas responsible for communication. During these years, children are biologically primed to absorb linguistic structures, phonology, and grammar with minimal effort. This neurological receptivity makes early exposure to language crucial for achieving native-level fluency and efficient cognitive processing of verbal or signed communication.

20. (C) Cross-Sectional Design – Compares individuals of different ages at a single point in time, which eliminates cohort effects.
Cross-sectional designs involve comparing different age groups at one specific moment to identify developmental differences. However, this method is actually highly susceptible to cohort effects rather than eliminating them. Differences observed between participants of varying ages may reflect the unique social and historical circumstances of their respective generations rather than true age-related changes occurring as a result of biological maturation.

NODIA

21. (A) Accommodation
According to Piagetian theory, cognitive growth occurs through the adaptation of internal structures to new information. When a child encounters experiences that cannot be integrated into existing schemas, they must alter those schemas to restore cognitive balance. This specific process of modifying existing mental frameworks to incorporate new, conflicting information is known as accommodation, which is essential for higher-level cognitive development.

22. (D) I, III, and IV only
Piaget's theory outlines distinct stages of cognitive maturation. During the sensorimotor stage, schemas are action-oriented. In the concrete operational stage, children master conservation tasks involving mass and volume. Formal operational thinking is defined by the ability to engage in abstract and hypothetical reasoning. Contrary to other views, object permanence is achieved much earlier, and egocentrism is a hallmark of the preoperational stage.

23. (B) Zone of Proximal Development
The Zone of Proximal Development describes the gap between what a learner can accomplish independently and what they can achieve with assistance. This concept emphasizes the importance of social interaction in cognitive growth. Effective instruction targets this zone, providing the necessary support to help the learner bridge the gap between their current abilities and their potential for mastering more complex tasks.

24. (C) Pre-conventional level
Moral reasoning at the pre-conventional level is primarily driven by external consequences and self-interest. At this stage, individuals judge the morality of an action based on whether it results in punishment or rewards. A student who follows rules simply to avoid physical discipline or to gain tangible benefits from an authority figure is operating within this early level of moral development.

25. (B) Both A and R are true but R is not the correct explanation of A
Both Vygotsky and Piaget recognized the phenomenon of children talking to themselves, but they interpreted its purpose differently. Vygotsky saw it as a vital tool for cognitive self-regulation and problem-solving, whereas Piaget

viewed it as a sign of cognitive immaturity and egocentrism. While both descriptions of their theories are accurate, one does not directly explain the mechanisms or logic of the other.

26. (A) Industry versus Inferiority
During middle childhood, children face the psychosocial crisis of industry versus inferiority. They strive to master new skills and compare their performance to that of their peers. For a student with disabilities, persistent challenges and unfavorable comparisons can lead to feelings of inadequacy. This stage focuses on developing a sense of competence through academic achievement and social validation within the school environment.

27. (B) Mesosystem
Ecological systems theory categorizes environmental influences into various levels of interaction. The mesosystem specifically refers to the connections and relationships between different parts of a child's microsystem. For example, the communication between a child's parents and their teachers represents a mesosystemic link. These interactions significantly impact development by ensuring consistency or creating conflict between the primary settings in which the child lives.

28. (B) Using tactile and auditory toys to play hide-and-seek games with sound-producing objects within reach.
For children with visual impairments, acquiring object permanence requires using non-visual cues to understand that objects continue to exist when not being touched. Incorporating toys that produce sound or have distinct textures allows the child to track and locate objects using their other senses. This multisensory approach provides the necessary cognitive feedback to master the concept of existence beyond immediate physical contact.

29. (D) I, II, and III
Scaffolding involves providing temporary support structures to help a learner master a task within their zone of proximal development. Techniques such as breaking down complex tasks, using physical prompts that are gradually removed, and offering direct feedback all fall under this instructional umbrella. These methods allow students to participate in activities they cannot yet complete alone, gradually building their independence and competence.

30. (C) Stage 4: Social System and Conscience (Law and Order)
In the conventional level of moral development, Stage 4 focuses on maintaining social order and following established laws. Reasoning at this stage emphasizes that rules must be obeyed to ensure society functions properly and to avoid chaos. An adolescent who argues against breaking the law because of its broader societal implications is demonstrating this duty-oriented perspective on morality and social stability.

31. (D) Chronosystem
The chronosystem represents the dimension of time as it relates to a child's environment. It includes major life transitions, historical events, and environmental changes that occur over the course of a person's life. A sudden displacement due to a natural disaster is a significant temporal event that disrupts established systems and influences developmental trajectories, fitting squarely within the definition of the chronosystem.

32. (A) Both A and R are true and R is the correct explanation of A
Adolescence is a critical period for forming a cohesive identity, which is influenced by social experiences and self-perception. For individuals with physical disabilities, barriers to peer interaction and limited opportunities for autonomous exploration can hinder this process. These restrictions increase the risk of identity issues, as the adolescent may struggle to integrate their physical reality with their aspirations and societal expectations.

33. (B) Animistic thinking
During the preoperational stage, children often exhibit animistic thinking, which is the tendency to attribute life-like qualities and intentions to inanimate objects. A child believing a cloud is following them to play illustrates this cognitive characteristic. It reflects a developmental phase where the distinction between living things and non-living objects is not yet fully established in the child's logical reasoning.

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34. (D) Erik Erikson – Personality development throughout eight distinct psychosocial stages.
Erik Erikson's theory provides a comprehensive framework for understanding personality development from birth through old age. He proposed eight stages, each defined by a specific psychosocial crisis that individuals must resolve to develop a healthy identity. This model emphasizes the impact of social relationships and cultural context on the self, making it a cornerstone of developmental psychology and educational practice throughout life.

35. (A) Vygotsky's Socio-cultural Theory
The instructional method of providing guidance and gradually withdrawing it as the student gains mastery is based on Vygotsky's concepts of scaffolding and the Zone of Proximal Development. This approach views learning as a social process where an expert helps a learner achieve tasks they cannot do alone. By fading prompts, the teacher encourages the student to internalize skills and achieve independence.

36. (C) Centration, causing them to focus on one salient aspect of a stimulus while neglecting other features.
In Piagetian theory, centration is a primary cognitive limitation of the preoperational stage. It prevents children from understanding conservation because they focus exclusively on one obvious physical characteristic, such as the height of a liquid, while ignoring other relevant dimensions, like width. This narrow focus leads to the incorrect conclusion that the amount of the substance has changed based on appearance.

37. (A) Shame and Doubt
During the second stage of Erikson's psychosocial theory, toddlers strive for autonomy and self-control. If caregivers are overly restrictive or critical during this sensitive period, the child may begin to feel inadequate in their abilities. This lack of support for early independence can lead to a lasting sense of shame and doubt regarding their capacity to handle tasks and navigate the world.

38. (D) II and III only
The pre-conventional level of moral development is characterized by a focus on external rules and personal gain. Individuals at this level view rules as absolute primarily to avoid punishment or follow them when it serves their immediate self-interest through reciprocal exchanges. These motivations represent the earliest stages of moral reasoning, where the concepts of societal duty or internal ethical principles are not yet developed.

39. (B) Exosystem
The exosystem consists of social settings that affect a child indirectly, even if the child is not an active participant in them. A government policy change regarding transportation is an example of an exosystem influence. While the student did not participate in the decision-making process, the resulting reduction in accessible services directly impacts their daily life and educational access by altering available resources.

40. (C) Language and thought start as separate functions but merge around age three, language becoming the primary tool for thought.
Vygotsky proposed that language and thought have different origins in early development. Initially, they function independently, but as the child matures, these two processes become intertwined. By approximately age three, language becomes internalized as "private speech," serving as a critical cognitive tool for planning, problem-solving, and self-regulation. This merger fundamentally transforms how children think and interact with their environment and others.

41. (A) Both A and R are true and R is the correct explanation of A
Transitioning to formal operational thought requires the ability to manipulate abstract concepts and engage in complex logic. Students with intellectual disabilities often face cognitive ceilings that make these high-level mental tasks difficult. Consequently, they may remain in the concrete operational stage, where thinking is tied to tangible reality. The inherent limitations in their cognitive functioning directly hinder the transition to abstract reasoning.

42. (A) Exosystem – The cultural values, beliefs, and laws regarding disability rights in India.
In ecological systems theory, the macrosystem refers to the overarching cultural values, laws, and customs of a society. Placing national beliefs and disability laws in the exosystem is an incorrect classification. The exosystem should instead represent social structures that indirectly influence the individual, such as a parent's

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workplace or local government policies, rather than the broad cultural and legal ideologies.

43. (B) Parents provide consistent, responsive, and warm caregiving that meets the infant's physiological and physical needs.
Erikson's first psychosocial stage focuses on establishing a sense of basic trust. This occurs when infants experience consistent and reliable care from their primary caregivers. When an infant's needs for food, comfort, and affection are met predictably, they develop a foundational belief that the world is a safe and dependable place. This trust is essential for healthy social and emotional development.

44. (B) Piaget characterized the child as an independent scientist, whereas Vygotsky saw the child as learning through collaboration.
Piaget and Vygotsky offered different perspectives on how children acquire knowledge. Piaget viewed children as active "scientists" who construct understanding through independent exploration of the physical world. In contrast, Vygotsky emphasized the social nature of learning, suggesting that cognitive development is deeply rooted in social interactions and cultural mediation. These theories highlight the importance of both individual discovery and collaborative engagement in education.

45. (A) Seriation
Seriation is a cognitive milestone of the concrete operational stage where a child gains the ability to arrange items in a quantitative series. Successfully ordering objects by a specific dimension, such as length, weight, or volume, demonstrates this skill. It reflects the child's improved logical capacity to understand relationships between different items and organize them systematically according to a clear, measurable rule.

46. (C) It was biased toward a justice perspective and undervalued a care perspective commonly emphasized in female socialization.
Carol Gilligan critiqued Kohlberg's theory for its perceived gender bias, arguing that it primarily reflected a male-oriented "justice" perspective. She proposed that women often prioritize a "care" perspective, focusing on interpersonal relationships and responsibilities toward others. Gilligan suggested that these two different ethical frameworks are equally valid but were not adequately represented in Kohlberg's research, which used mostly male participants.

47. (A) I, II, III, IV, V
Erikson's psychosocial stages follow a fixed chronological order corresponding to different periods of the lifespan. The sequence begins in infancy with trust versus mistrust, followed by autonomy versus shame and doubt in toddlerhood. Early childhood focuses on initiative versus guilt, while middle childhood involves industry versus inferiority. Finally, adolescence is marked by the central challenge of identity versus role confusion.

48. (C) An interactive approach measuring both independent performance and learning potential when provided with systematic cues.
Dynamic assessment is an alternative to traditional testing that focuses on a learner's potential rather than just their current performance. Influenced by Vygotsky's theories, this model involves an interactive process where the assessor provides cues and support to see how the student responds to instruction. This provides valuable information about the student's zone of proximal development and their capacity for growth.

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49. (B) Theory of Mind (ToM)
Theory of Mind is the cognitive ability to understand that others have beliefs, desires, and emotions different from one's own. Children who struggle in this area find it difficult to predict or explain the behavior of others based on internal mental states. This deficit is a hallmark of the social and communication challenges often observed in individuals on the autism spectrum.

50. (D) Macrosystem
The macrosystem encompasses the broad societal context in which all other systems are embedded, including national laws, cultural ideologies, and major policies. The National Education Policy 2020 represents a significant societal shift in educational philosophy and legal mandates. Therefore, it is situated within the macrosystem, as it establishes the overarching values and rules that influence educational practices for all students.

51. (C) 5 years structure (Ages 3 to 8 years)
The National Education Policy 2020 introduced a revamped 5+3+3+4 pedagogical model to

enhance early learning outcomes. The initial Foundational Stage consists of a five-year curricular structure covering children between three and eight years old. This stage encompasses three years of preschool or Anganwadi education followed by two years of primary schooling in grades one and two to build basics.

52. (C) Ensuring proper pelvic and trunk alignment through adaptive seating to provide a stable physical base for distal hand control.
For children with physical disabilities like Cerebral Palsy, fine motor control is heavily dependent on postural stability. Without a stable core and proper trunk alignment, the child cannot effectively coordinate their hands for tasks like writing or cutting. Adaptive seating provides the necessary support at the "proximal" level, which facilitates the more "distal" movements required for precise fine motor activities.

53. (A) Both A and R are true and R is the correct explanation of A
The first three years of life are characterized by intense neurological development, including rapid synaptogenesis and high levels of brain plasticity. During this window, the brain is exceptionally responsive to environmental enrichment and therapeutic interventions. Providing support during this sensitive period allows for the maximization of developmental potential and can significantly mitigate the long-term impact of various developmental delays or disabilities.

54. (C) Cooing, Babbling, Holophrases, Telegraphic speech
Infants typically progress through a predictable series of linguistic milestones. Communication begins with cooing, which consists of vowel-like sounds. This is followed by babbling, where infants combine consonants and vowels. Later, they move to holophrases, using single words to represent complex ideas. Finally, telegraphic speech emerges, characterized by short two or three-word sentences that omit non-essential grammatical parts but convey meaning.

55. (B) Parallel play
Parallel play is a developmental stage where children play near each other using similar materials but do not interact or cooperate. It serves as a bridge between solitary play and more social forms of engagement. Although the children are aware of each other and may mimic behaviors, they remain focused on their own individual activities rather than engaging in shared goals.

56. (C) Modified Checklist for Autism in Toddlers, Revised (M-CHAT-R)
The M-CHAT-R is a widely recognized screening tool specifically designed to identify toddlers at risk for Autism Spectrum Disorder. It focuses on social communication and behavioral markers, such as joint attention and pointing. This instrument allows for early identification, which is crucial because it facilitates access to specialized interventions during the period of high neural plasticity in early childhood.

57. (B) II and III only
For infants with congenital visual impairments, early intervention must emphasize the use of other senses to explore and understand the environment. Activities that promote sound localization and provide diverse tactile experiences are essential. These strategies help prevent developmental delays by encouraging the infant to interact with their surroundings and build cognitive maps using auditory and touch-based information rather than visual cues.

58. (A) Resistant/Ambivalent Attachment
Resistant or ambivalent attachment is characterized by an infant's intense distress when separated from their caregiver and a conflicted response upon their return. The child may seek closeness but also show anger or resistance toward the caregiver. This pattern typically stems from inconsistent caregiving, where the infant is unsure whether their emotional needs will be met, leading to heightened anxiety and dependency.

59. (B) Employing a multisensory approach with concrete materials, task analysis, and visual schedules.
When teaching children with significant intellectual disabilities, instruction must be made as tangible and predictable as possible. Multisensory approaches engage various learning pathways, while concrete materials provide physical context for abstract concepts. Visual schedules and task analysis further support learning by breaking complex routines into manageable steps, making the environment more

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accessible and reducing the cognitive load on the student.

60. (B) Executive functioning includes working memory, inhibitory control, and cognitive flexibility, developing rapidly in this period.
Executive functioning refers to the higher-order cognitive processes that allow for self-regulation and goal-directed behavior. During early childhood, the brain's prefrontal cortex undergoes significant development, leading to rapid improvements in working memory, the ability to inhibit impulses, and cognitive flexibility. These skills are fundamental for academic success and social adjustment, as they allow children to manage their thoughts and actions.

61. (A) Engaging parents as active partners, identifying family priorities, and embedding motor, language, and adaptive goals into daily routines.
Family-centered practice is the gold standard for early intervention, recognizing that parents are the most influential people in a child's life. Rather than focusing solely on clinical exercises, this approach empowers families by incorporating therapeutic goals into their natural daily activities. This makes intervention more sustainable, reduces family stress, and ensures that the child receives consistent support in functional environments.

62. (C) Fine motor praxis and manipulation
Fine motor praxis involves the ability to plan and execute precise movements using the small muscles of the hands and fingers. Difficulties with finger-to-thumb opposition and coordinating hand muscles for tasks like self-feeding indicate a deficit in this area. These skills are essential for achieving independence in daily living tasks and are foundational for later academic activities such as writing.

63. (D) Concrete, observable characteristics such as physical appearance, possessions, and specific physical skills.
In early childhood, a child's understanding of themselves is rooted in the visible world. When asked to describe themselves, they typically focus on their physical attributes, the toys they own, or simple actions they can perform. They lack the cognitive maturity to use abstract psychological traits or complex social comparisons, which develop later as they move into middle childhood and adolescence.

64. (A) Both A and R are true and R is the correct explanation of A
Cooperative play is the most complex form of social interaction for young children, requiring advanced communication and social-cognitive skills. Children on the autism spectrum often struggle with these specific areas, including understanding others' perspectives and maintaining joint attention. These core deficits make it difficult for them to engage in the shared goals and reciprocal interactions that define cooperative play activities.

65. (B) Spoken language acquisition in deaf children is completely automatic and requires no specialized speech-therapy or audiological interventions.
Unlike hearing children who acquire spoken language through natural exposure, congenitally deaf children require specialized support to develop speech. This often involves the use of assistive hearing technology, such as cochlear implants, and intensive auditory-verbal therapy. Without these interventions, spoken language development does not occur automatically, although children may naturally develop sign language or "home sign" systems to communicate their needs.

66. (D) Structure peer-mediated play using shared visual materials (such as a water table) and provide direct behavioral prompts.
To help a child with developmental delays move toward more social play, teachers should create structured opportunities for interaction. Using highly motivating, shared materials like water or sand tables encourages children to stand near each other and eventually interact. Peer-mediated strategies and direct prompting provide the social "scaffolding" necessary for the child to learn and practice more complex social behaviors.

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67. (A) Phonological awareness, specifically phonemic blending.
Phonological awareness, which is the ability to recognize and manipulate the sounds of spoken language, is a critical foundation for literacy. Specifically, the skill of phonemic blending—joining individual sounds to form words—is strongly linked to future reading and spelling

success. Children who develop these skills early are better prepared to understand the alphabetic principle and achieve fluency in reading tasks.

68. (C) Sensory Processing Disorder (SPD) characterized by sensory over-responsivity.
Sensory over-responsivity occurs when a person's nervous system reacts too intensely to typical environmental stimuli. Children with this condition may find normal sounds, lights, or textures overwhelming or even painful, leading to defensive behaviors or emotional meltdowns. Identifying these sensory needs is essential for creating an inclusive environment that provides the necessary accommodations to help the child feel safe and focused.

69. (A) Transdisciplinary Model
In the transdisciplinary model of early intervention, professionals from different disciplines work together to share information and skills across traditional boundaries. One team member is typically designated as the primary service provider, serving as the main point of contact for the family. This approach ensures a holistic and coordinated intervention plan while reducing the number of different providers the family must interact with.

70. (D) I, II, III, and IV
An Individualized Family Service Plan is a legal document designed to support infants and toddlers with disabilities and their families. It must comprehensively address the child's current development, the family's specific resources and priorities, and the desired outcomes. Additionally, it must include a clear plan for transitioning the child to preschool services, ensuring continuity of care and support as they grow.

71. (B) Persistent trouble pronouncing simple words, rhyming, and learning letter-sound associations.
Early difficulties with phonological processing are often red flags for later reading disabilities such as dyslexia. While many children struggle with some sounds, persistent issues with rhyming or remembering the names and sounds of letters suggest an underlying deficit in linguistic processing. Early identification of these precursors allows for targeted interventions that can improve a child's long-term literacy and academic trajectory.

72. (C) 4 to 6 years
The development of handwriting skills follows a clear progression of hand and finger control. Children move from using the whole hand to using more refined finger movements. The dynamic tripod grasp, which is the mature way of holding a writing tool with the thumb and index finger while resting it on the middle finger, typically emerges between ages four and six.

73. (D) Using visual schedules, clear transition warnings, and teaching simple, functional calming strategies.
For children with emotional and behavioral disorders, transitions between activities can be highly stressful and triggering. Providing predictability through visual schedules and giving clear warnings before a change occurs helps reduce anxiety. Additionally, teaching specific strategies for self-regulation allows the child to manage their emotions more effectively, promoting a more positive and productive classroom environment for everyone involved.

74. (D) Substage 6: Mental Representation (Invention of New Means through Mental Combination)
The final substage of Piaget's sensorimotor period marks a significant cognitive shift from purely physical actions to internal mental processing. Children develop the ability to use mental symbols and can solve simple problems in their heads without trial and error. This stage also sees the emergence of deferred imitation, where a child can replicate a behavior they observed some time ago.

75. (B) Developmental Assessment Scale for Indian Infants (DASII)
The Developmental Assessment Scale for Indian Infants is a standardized tool adapted specifically for the Indian context to measure the progress of young children. It assesses both mental and motor development, providing a comprehensive view of an infant's functioning. Using locally normed tools is important for ensuring that developmental comparisons are culturally relevant and accurate for children in India.

76. (B) Menstrual hygiene management and potential increases in muscle spasms or seizure activity during cycles.
Puberty brings unique challenges for girls with severe physical disabilities, particularly regarding personal care and health. Hormonal

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changes during the menstrual cycle can sometimes trigger increased seizure activity or worsen muscle spasticity. Educators and families must collaborate closely to ensure the student's hygiene needs are met with dignity and that any medical changes are monitored and managed effectively during this transition.

77. (A) Identity Foreclosure
Identity foreclosure occurs when an adolescent adopts an identity without ever exploring different options or experiencing a "crisis." This often involves simply accepting the values and expectations of parents or authority figures. While these individuals may feel secure in their choices, their commitment is not based on personal discovery, which can sometimes lead to difficulties later in life if their chosen path conflicts with their true self.

78. (C) Teaching cognitive reframing, utilizing text-to-speech software, and structuring tasks into achievable goals to facilitate success.
To improve motivation in a student with a learning disability, interventions must address both academic skills and psychological self-concept. Providing assistive technology like text-to-speech bypasses barriers to comprehension, while breaking tasks into smaller steps ensures frequent success. Cognitive reframing helps the student challenge negative self-talk, rebuilding their confidence and encouraging them to stay engaged with their education despite their challenges.

79. (D) Implementing Peer-Mediated Intervention programs where typically developing peers act as social buddies during extracurriculars.
Social inclusion is most effective when it is supported by peers within natural environments. Peer-mediated interventions train typically developing students to provide social support and model appropriate behaviors for their classmates with disabilities. This approach not only helps the adolescent with a disability develop social skills but also fosters a more accepting and inclusive school culture by building genuine friendships between students.

80. (C) Hypothetico-deductive reasoning
Hypothetico-deductive reasoning is a hallmark of the formal operational stage, allowing adolescents to think like scientists. They can generate multiple hypotheses about a problem and then systematically test each one while controlling for different variables. This advanced form of logical thinking enables them to move beyond concrete reality and engage with abstract concepts, complex mathematics, and sophisticated scientific inquiry.

81. (B) Imaginary Audience
The imaginary audience is a form of adolescent egocentrism where individuals believe that they are the center of everyone else's attention. They feel as though they are "on stage," leading to intense self-consciousness about their appearance and behavior. This belief can make even minor flaws seem like major catastrophes, as the adolescent assumes others are constantly watching and judging them.

82. (A) Both A and R are true and R is the correct explanation of A
Adolescents with intellectual disabilities often face increased risks during puberty because their physical development may outpace their social and cognitive understanding. They are frequently excluded from comprehensive sexuality education, leaving them without the skills to recognize or report exploitation. Providing accessible and age-appropriate information about bodies, boundaries, and self-protection is essential for ensuring their safety and promoting their overall well-being.

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83. (A) Deficits in working memory, time-management, and impulse control, leading to disorganized schoolwork and academic difficulties.
Executive functioning deficits are a core feature of ADHD and become more apparent as students move into secondary school. The increased need for independent organization, long-term planning, and self-monitoring often overwhelms their capacity to manage time and stay focused. These challenges can lead to missed deadlines, incomplete assignments, and significant academic frustration, despite the student's actual intellectual potential.

84. (C) Social isolation, academic failure, and the stressful cognitive effort of masking neurodivergence to fit in with peers.
Neurodivergent adolescents often experience high levels of stress due to the social and academic demands of school. Many engage in "masking," which is the exhausting effort to hide their traits

to appear neurotypical. This chronic stress, combined with experiences of social rejection and academic struggle, significantly increases their vulnerability to mental health issues like anxiety and depression during the teenage years.

85. (A) I, II, and III only
Self-advocacy involves understanding one's own needs and rights and having the confidence to communicate them. Key skills include knowing the legal protections available, participating in educational planning, and requesting specific accommodations. Teaching these skills to adolescents with disabilities is vital for their successful transition to adulthood, as it empowers them to take an active role in their own lives.

86. (D) Intense self-consciousness, concern with physical appearance, and search for peer acceptance.
Early adolescence is a period of rapid physical and social change. As teenagers begin to separate from their families and form their own identities, they become deeply focused on how they are perceived by their peers. This search for acceptance and belonging often leads to heightened self-consciousness and a strong emphasis on following the trends and social norms of their friend groups.

87. (B) The Sociocultural Model of Disability, embracing a distinct linguistic and cultural identity.
The sociocultural model views disability not as a medical problem to be fixed, but as a different way of being that includes unique cultures and languages. For many individuals who are deaf, Sign Language and the shared experiences of the Deaf community form a positive and central part of their identity. This perspective emphasizes linguistic diversity and social belonging rather than deficit or loss.

88. (C) A mismatch between the early-maturing amygdala and the late-maturing prefrontal cortex control network.
Adolescent risk-taking is often explained by the different rates of development in various brain regions. The amygdala, which processes emotions and rewards, matures relatively early, while the prefrontal cortex, responsible for impulse control and decision-making, continues to develop into the mid-twenties. In adolescents with ADHD, this developmental gap may be even more pronounced, leading to increased sensation-seeking and impulsive behaviors.

89. (D) The balance between the adolescent's desire for autonomy and parental concerns regarding safety and long-term care.
As all adolescents strive for independence, those with disabilities face additional complexities. Parents may feel a strong need to protect their children due to genuine safety concerns or the need for ongoing medical care. This tension between the adolescent's natural drive for autonomy and the parents' protective role can be a significant source of conflict and stress for the entire family.

90. (A) Gender Intensification – A complete biological rejection of all gender-typed behaviors and societal gender roles during puberty.
Gender intensification actually refers to an increase in pressure to conform to traditional gender roles during early adolescence, rather than a rejection of them. As teenagers become more aware of societal expectations, they often feel a need to behave in ways that are traditionally associated with their gender. This phenomenon is driven by both biological changes and the desire for social acceptance.

91. (C) Age 16 years
Transition planning is a critical component of the Individualized Education Program designed to prepare students for life after high school. Under the Individuals with Disabilities Education Act, this process must formally begin by age 16. The goal is to ensure that the student has a clear path toward further education, employment, and independent living, with the necessary supports and services in place.

92. (B) Supported Employment
Supported employment allows individuals with significant disabilities to work in competitive, integrated jobs within the community. Unlike sheltered workshops, this model emphasizes real work for real pay. A job coach provides the necessary training and support on-site to help the individual learn the tasks and succeed in the workplace, with the goal of eventually fading that support over time.

93. (A) I, II, and IV only
Effective transition planning must be highly individualized and based on the student's own

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goals and interests. It should cover all major areas of adult life, including work, education, and living skills. Most importantly, the student should be the central figure in the planning process, actively participating in meetings and making decisions about their own future to ensure the plan is meaningful.

94. (C) Managing finances and using public transport
Activities of Daily Living are categorized into basic and instrumental tasks. Basic tasks, or BADLs, involve fundamental self-care like eating and dressing. Instrumental tasks, or IADLs, are more complex skills needed for independent living in the community, such as managing money, shopping, and navigating public transportation. Mastering these instrumental skills is essential for achieving a high level of independence in adulthood.

95. (D) Autonomy, Competence, and Relatedness
Self-determination theory identifies three fundamental psychological needs that drive human motivation. Autonomy is the need to feel in control of one's own life, competence is the need to feel effective in one's actions, and relatedness is the need to feel connected to others. Supporting these needs is crucial for helping young adults with disabilities develop the self-confidence and skills to lead fulfilling lives.

96. (C) Conducting a functional vocational assessment to evaluate the student's skills and interests in simulated food-service environments.
Before making vocational placements, it is essential to understand an individual's specific strengths and needs. A functional vocational assessment provides practical information about how a student performs in real or simulated work settings. This information allows the transition team to identify the types of support or training the student will need to be successful in their chosen field, such as culinary arts.

97. (C) Not less than 4%
Legislative mandates in India aim to increase the economic participation and social inclusion of persons with disabilities in the workforce. Under the Rights of Persons with Disabilities Act of 2016, the government is required to reserve a specific quota for individuals with benchmark disabilities. This law stipulates that not less than four percent of government jobs must be reserved for these individuals.

98. (D) Community Group Homes, which offer a small-group family environment with structured, professional support.
Community group homes provide a more inclusive alternative to large institutions for adults who need high levels of support. These homes allow individuals to live in a typical neighborhood in a small, family-like setting while receiving the professional care they require. This residential model promotes community integration and social participation, allowing residents to lead more independent and meaningful lives within their own communities.

99. (A) Using speech-to-text software to complete examinations, maintaining original academic standards.
In education, an accommodation is a change in how a student accesses information or demonstrates knowledge without changing the actual learning standards. Using assistive technology like speech-to-text software is an accommodation because it allows the student to show what they know despite their writing difficulties. In contrast, a modification would involve changing the curriculum content or reducing the difficulty of the tasks themselves.

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100. (C) Introducing limited guardianship, a system of joint decision-making where the guardian acts on mutual support and consultation.
The Rights of Persons with Disabilities Act of 2016 moved away from older models of guardianship that completely removed an individual's legal rights. Instead, it introduced the concept of limited guardianship, which emphasizes supported decision-making. This system ensures that individuals with intellectual disabilities receive the help they need to make choices while still maintaining their autonomy and having their preferences respected in legal and personal matters.

CHAPTER 02
Contemporary India and Education

1. Who among the following educational thinkers strongly advocated for "Education through Craft" to ensure self-reliance and the integration of physical, intellectual, and spiritual development in children?
(A) Rabindranath Tagore
(B) Mahatma Gandhi
(C) Swami Vivekananda
(D) Sri Aurobindo

2. According to the Naturalistic school of philosophy, what is the primary role of a teacher in an educational setting?
(A) To act as a direct instructor and strict disciplinarian
(B) To serve as a spiritual guide and ultimate moral authority
(C) To model ideal behaviours and societal values for imitation
(D) To act as a facilitator and setter of the stage for natural learning

3. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): In John Dewey's Pragmatic philosophy, the school is conceived as a micro-society where education is a process of living rather than a preparation for future living.
Reason (R): Pragmatism views knowledge as dynamic, functional, and constantly reconstructed through active, purposeful experiences.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

4. Which of the following statements best reflects Rabindranath Tagore's philosophical view on education?
(A) Children should be educated in highly structured, formal indoor classrooms to prevent distractions.
(B) Strict intellectual training through rigid textbooks is the sole path to self-realisation.
(C) Education must be imparted through natural environments to foster spiritual harmony between humanity and nature.
(D) Vocational skills should completely supersede aesthetic development and creative arts in school curricula.

5. In the context of philosophical approaches to disability, which philosophy aligns closest with the view that education should focus on developing the unique individual potential, choice, and self-advocacy of children with special needs?
(A) Existentialist philosophy
(B) Scientific realist philosophy
(C) Absolute idealist philosophy
(D) Romantic naturalist philosophy

6. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Swami Vivekananda emphasized "character-making" and "man-making" education rather than the mere accumulation of information.
Reason (R): He believed that education is the manifestation of the perfection already inherent in human beings.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

7. Jiddu Krishnamurti's educational philosophy warns primarily against which of the following practices in modern schooling?
(A) The inclusion of physical education and creative play
(B) The conditioning of the mind through fear, competition, and comparison
(C) The integration of vocational subjects with mainstream academic courses
(D) The use of experiential and field-based

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learning methodologies

8. Friedrich Froebel's philosophy of "Kindergarten" education is fundamentally rooted in which of the following combinations of ideas?
(A) Passive observation, strict military discipline, and rote classroom instruction
(B) Direct teacher instruction, standardized testing, and physical punishment
(C) Individual self-activity, creative play, and collaborative social cooperation
(D) Intellectual abstraction, academic logic lectures, and early specialization

9. Which Western philosopher advocated for "negative education" during early childhood, arguing that the child's mind should be preserved from vice and error until the age of reason?
(A) John Dewey
(B) Maria Montessori
(C) Johann Heinrich Pestalozzi
(D) Jean-Jacques Rousseau

10. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Maria Montessori designed highly structured, self-correcting sensory materials to train the senses of young children, initially focusing on children with intellectual deviations.
Reason (R): Her pedagogical model relies on the belief that children possess an "absorbent mind" that learns spontaneously from a prepared environment.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

11. Which philosophical framework claims that objective reality exists independent of human minds, and therefore school curricula should focus on scientific laws, physical facts, and systematic observation?
(A) Idealism
(B) Realism
(C) Pragmatism
(D) Existentialism

12. Sri Aurobindo's system of "Integral Education" aims to develop which five principal aspects of the human personality?
(A) Intellectual, vocational, emotional, physical, and aesthetic
(B) Physical, vital, mental, psychic, and spiritual
(C) Social, moral, cognitive, physical, and economic
(D) Linguistic, logical, mathematical, musical, and kinesthetic

13. Which of the following is an INCORRECT pair of educational thinker and their key concept or contribution?
(A) Sri Aurobindo — Laboratory Method of Progressive Schooling
(B) Rabindranath Tagore — Shantiniketan and naturalistic education
(C) Mahatma Gandhi — Wardha Scheme of Basic Education and craft
(D) Friedrich Froebel — Play-Way Method and Kindergarten gifts

14. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Pragmatism rejects absolute, eternal, and unchanging values in education.
Reason (R): Pragmatists believe that values are created by human beings as they interact with their environment and solve real-life problems.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

15. The concept of "Epistemology" in educational philosophy is primarily concerned with investigating which of the following areas?
(A) The nature of ultimate reality and existence
(B) The principles of moral conduct and ethical values
(C) The criteria of beauty, art, and aesthetic appreciation
(D) The nature, sources, validity, and limits of knowledge

16. Which of the following educational practices is most directly aligned with the Idealist philosophy of education?
(A) Standardised testing of industrial and vocational skills
(B) Unstructured nature walks without active teacher intervention
(C) Socratic dialogue to uncover universal truths

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and ideas
(D) Direct classroom manipulation of sensory-motor play equipment

17. The social model of disability challenges the medical model primarily by arguing that:
(A) Disability is caused by individual biological impairments that require a targeted clinical cure.
(B) Disability is a social construct created by systematic environmental and attitudinal barriers.
(C) People with disabilities are best viewed as passive recipients of charity and state welfare systems.
(D) Special segregated schools represent the most effective way to address student learning needs.

18. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Under the charity model of disability, individuals with disabilities are viewed as objects of pity and tragedy rather than active holders of human rights.
Reason (R): The charity model emphasizes the removal of architectural barriers to promote independent living.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

19. How does intersectionality affect a child with a disability from a marginalized socio-economic background in rural India?
(A) It creates multiple, overlapping layers of disadvantage that compound educational barriers.
(B) It reduces the structural barriers they face because rural communities are highly inclusive.
(C) It isolates the disability as the primary variable influencing their educational attainment.
(D) It guarantees them double reservations under welfare and disability laws, ending inequality.

20. Which model of disability forms the core philosophical foundation of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Rights of Persons with Disabilities (RPWD) Act 2016?
(A) The Welfare Model
(B) The Moral Model
(C) The Human Rights Model
(D) The Functional Medical Model

21. Which of the following terms refers to the unfair, unequal treatment of individuals or groups based on their membership in a particular social class, caste, gender, or disability group, resulting in systemic denial of opportunities?
(A) Discrimination
(B) Diversity
(C) Marginalization
(D) Integration

22. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Gender-inclusive pedagogy in special education requires teachers to address the specific vulnerabilities of girls with disabilities.
Reason (R): Girls with disabilities experience a double disadvantage due to the intersection of gender discrimination and disability-related barriers.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

23. In an Indian classroom, "diversity" is best understood as:
(A) A major deficit or systemic obstacle that needs to be minimised to achieve complete academic uniformity.
(B) The presence of linguistic, cultural, and ability-based differences to be valued for student learning.
(C) A temporary phase in school development that naturally disappears under highly standardised curricula.
(D) The administrative segregation of students into separate classrooms based on their cognitive levels.

24. Which of the following is a key characteristic of the "Social Model of Disability"?
(A) It focuses primarily on diagnosing and curing the individual's biological sensory or

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physical deficits.
(B) It advocates for institutionalisation and specialized medical interventions as the primary solutions.
(C) It shifts the locus of the problem from individual impairment to disabling barriers within society.
(D) It views disability as a personal tragedy and a direct spiritual consequence of past negative karma.

25. The process by which certain groups are pushed to the fringes of society, denied active participation in socio-economic life, and restricted in their access to quality education is defined as:
(A) Socialization
(B) Stratification
(C) Assimilation
(D) Marginalization

26. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Inclusive education is distinct from integrated education.
Reason (R): While integration expects the child with special needs to adapt to the existing school system, inclusive education demands that the school system adapts to meet the diverse needs of all children.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

27. When a teacher modifies a lesson plan to include visual aids, tactile graphics, audio descriptions, and simplified text, they are addressing diversity by employing which of the following principles?
(A) Rigid curriculum standardization
(B) Universal Design for Learning (UDL)
(C) Segregated special school models
(D) Intensive remedial medical therapy

28. Which of the following represents an attitudinal barrier to the education of children with intellectual disabilities in mainstream schools?
(A) Architectural barriers such as the total absence of wheelchair ramps and tactile paths within the main school building.
(B) Teacher beliefs that students with cognitive impairments cannot learn academic skills and belong in special schools.
(C) Technological barriers like the lack of screen-reading software and assistive devices on school computer systems.
(D) Transportation barriers including the complete absence of adapted vehicles to ferry students to and from school.

29. Which of the following represents a culturally responsive teaching practice in a highly diverse classroom?
(A) Integrating the diverse local languages, histories, and cultural contexts of all learners into the daily classroom lessons.
(B) Utilizing educational examples and narratives drawn exclusively from the dominant social culture to maintain strict classroom order.
(C) Forbidding students from communicating in their regional dialects and native home languages while inside the school premises.
(D) Grouping students strictly according to their socio-economic backgrounds to deliver highly customized but segregated instruction.

30. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Language-based diversity in Indian classrooms requires the implementation of multilingual education.
Reason (R): Research shows that learning in the mother tongue or home language during the early years enhances cognitive development and academic outcomes for children.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

31. Under the Right to Education (RTE) Act 2009, which of the following is a statutory provision regarding the admission of children from disadvantaged groups and weaker sections in private unaided schools?
(A) Admitting them through a highly competitive entrance exam, reserving a maximum of ten percent of seats for weaker sections.
(B) Exempting private unaided institutions completely from any legal obligation to enroll children from marginalized backgrounds.
(C) Enrolling them on a voluntary basis only if seats remain vacant after admitting all fee-

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paying students from other groups.
(D) Mandating a reservation of at least twenty-five percent of entry-level seats for free and compulsory elementary education.

32. Which Article of the Indian Constitution states that "The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them"?
(A) Article 14
(B) Article 15
(C) Article 16
(D) Article 17

33. The Universalization of Elementary Education (UEE) in India encompasses which three core dimensions?
(A) Universal Examination, Universal Grading, and Universal Placement
(B) Universal Access, Universal Enrolment, and Universal Retention
(C) Universal English Medium, Universal Computer Literacy, and Universal Infrastructure
(D) Universal Funding, Universal Monitoring, and Universal Certification

34. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): In Indian education, "wastage" refers to the premature withdrawal of a child from school before completing the elementary education cycle.
Reason (R): "Stagnation" is defined as the retention of a child in the same class for more than one year due to academic failure or non-performance.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

35. Under Article 21A of the Constitution of India, free and compulsory education is guaranteed as a Fundamental Right to all children of which age group?
(A) 0 to 8 years
(B) 3 to 18 years
(C) 5 to 15 years
(D) 6 to 14 years

36. Which constitutional amendment inserted Article 21A, making the right to education a Fundamental Right for children aged 6 to 14?
(A) 42nd Amendment Act, 1976
(B) 44th Amendment Act, 1978
(C) 73rd Amendment Act, 1992
(D) 86th Amendment Act, 2002

37. Article 30 of the Indian Constitution provides the right to establish and administer educational institutions of their choice to which of the following groups?
(A) All religious and linguistic minorities
(B) Only socially and educationally backward classes
(C) Scheduled Castes and Scheduled Tribes exclusively
(D) Non-resident Indians and foreign education boards

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38. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The Three-Language Formula, first proposed by the National Commission on Education (1964-66), aims to promote national integration and multilingualism.
Reason (R): Under the Three-Language Formula, English must be the first medium of instruction in all primary schools across India.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

39. Which of the following is a constitutional directive under Article 45 (amended by the 86th Amendment) regarding early childhood care and education?
(A) Mandating that free primary education must be provided strictly in English medium for all children living in urban municipal areas.
(B) Directing the State to endeavour to provide early childhood care and education for all children until they complete the age of six years.
(C) Requiring that every parent must compulsorily enroll their child in a formal registered preschool starting from the age of two years.
(D) Obligating the central government to fully and directly finance all state-level public

nursery schools and early childcare centers.

40. Which Article of the Indian Constitution acts as a directive principle to promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes?
(A) Article 39
(B) Article 46
(C) Article 51
(D) Article 350A

41. In the context of Universalization of Elementary Education (UEE), the term "out-of-school children" (OOSC) is defined as:
(A) Enrolled pupils who attend school premises exclusively to participate in extracurricular activities and sports.
(B) Students who are currently admitted in special residential schools located far away from their home communities.
(C) Registered learners who pursue their academic courses exclusively through accredited online or distance learning.
(D) School-age children who have never been enrolled in a school or have dropped out before completing elementary education.

42. Consider the following statements regarding the provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009:
I. No child shall be subjected to physical punishment or mental harassment.
II. A school is permitted to conduct screening procedures during the admission of a child at the elementary stage.
III. No child shall be denied admission in a school for lack of age proof.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

43. Which policy or commission recommended the common school system to ensure social integration and equal educational opportunities across different social classes?
(A) Mudaliar Commission (1952-53)
(B) Kothari Commission (1964-66)
(C) National Policy on Education (1986)
(D) Yashpal Committee (1993)

44. What was the central focus of the Yashpal Committee Report (1993) titled "Learning Without Burden"?
(A) Substantially reducing the overall financial cost of primary and secondary schooling for lower-income parents.
(B) Alleviating academic load by reorganizing the curriculum, reducing textbooks, and shifting away from rote learning.
(C) Significantly increasing the total number of specialized academic subjects taught in the elementary school curriculum.
(D) Introducing standardized mandatory computerized testing and evaluation systems in all public primary classes.

45. Consider the following statements regarding the National Education Policy (NEP) 2020:
I. It replaces the 10+2 curricular structure of school education with a 5+3+3+4 structure.
II. It proposes the establishment of "Special Education Zones" (SEZs) in areas with high populations of Socio-Economically Disadvantaged Groups (SEDGs).
III. It aims to achieve a 100% Gross Enrolment Ratio (GER) in preschool to secondary level by 2030.
IV. It mandates that Hindi must be the sole medium of instruction across all states up to Class 5.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

46. The National Curriculum Framework (NCF) 2005 is built upon which of the following epistemological perspectives?
(A) Behaviourism
(B) Cognitivism
(C) Constructivism
(D) Connectionism

47. Under Section 16 of the Rights of Persons with Disabilities (RPWD) Act 2016, which of the following is a statutory obligation of all government and government-aided educational institutions?
(A) To enroll children with disabilities only if they pass entrance tests designed for neurotypical students.
(B) To mandate that children with intellectual disabilities be admitted exclusively to

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registered special schools.
(C) To levy additional administrative fees on disabled children to cover the costs of assistive technologies.
(D) To provide inclusive education to children with disabilities without discrimination, offering equal opportunities.

48. Consider the following statements regarding the Rehabilitation Council of India (RCI) Act, 1992:
I. It regulates and standardises training policies and programmes in the field of rehabilitation of persons with disabilities.
II. It maintains the Central Rehabilitation Register (CRR) of all qualified professionals in special education and rehabilitation.
III. It is responsible for directly funding the construction of special education schools in all rural blocks.
IV. It prescribes punitive actions, including imprisonment, for unqualified persons who practice as rehabilitation professionals without registration.
V. It operates under the aegis of the Ministry of Education, Government of India.
Which of the statements given above are correct?
(A) I, II, and IV only
(B) I, III, and V only
(C) II, III, and IV only
(D) I, II, IV, and V only

49. Which international convention, in its Article 24, explicitly mandates State Parties to ensure an inclusive education system at all levels and lifelong learning directed to the full development of human potential?
(A) The landmark United Nations Convention on the Rights of the Child (UNCRC)
(B) United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
(C) The highly influential Salamanca Statement and Framework for Action on Special Needs
(D) The historic World Declaration on Education for All adopted at the Jomtien Conference

50. The National Policy on Education (NPE) 1986, under its section on "Education of the Handicapped," proposed which of the following strategies for children with disabilities?
(A) Enrolling all children with disabilities in highly specialized, government-run residential schools to receive focused clinical therapy.
(B) Directing all disabled children into separate practical vocational training institutes from early childhood to ensure economic self-reliance.
(C) Providing no special physical or academic accommodations, expecting them to adjust to the standard curriculum without any systemic help.
(D) Integrating mild and moderate impairment cases into general schools, while sending severe cases to dedicated special schools.

51. Under the RPWD Act 2016, "benchmark disability" refers to a person with not less than what percentage of a specified disability?
(A) 35%
(B) 40%
(C) 50%
(D) 60%

52. Consider the following key bodies or documents and match them with their primary functions or recommendations:
I. Kothari Commission — Common School System
II. NCF 2005 — Connecting knowledge to life outside the school
III. RTE Act 2009 — Pupil-Teacher Ratio of 30:1 for primary schools
Which of the pairs given above are correctly matched?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

53. The "Gender Inclusion Fund" (GIF) proposed in the National Education Policy (NEP) 2020 is designed to:
(A) Deliver direct financial cash incentives and housing allowances exclusively to female teachers working in urban primary schools.
(B) Allocate capital resources to establish and run completely separate higher-education universities for women in every rural district.
(C) Fund the development of gender-specific curriculums that emphasize traditional household management and local vocational roles.
(D) Build national capacity to provide equitable, high-quality education for all female and transgender students across the country.

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54. According to the RTE Act 2009, what is the maximum permissible percentage of vacant teacher posts in any school?
(A) 5%
(B) 10%
(C) 15%
(D) 20%

55. Consider the following statements regarding the "Individualized Education Programme" (IEP) as used in special and inclusive education:
I. The IEP is a legally binding document developed by a multidisciplinary team.
II. It is designed to be a standardized curriculum applied uniformly to all students with a specific type of disability in a school.
III. It must contain the student's current level of educational performance, annual goals, and short-term instructional objectives.
IV. It includes a statement of the specific special education and related services to be provided to the child.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

56. Which of the following is the correct chronological sequence of the enactment of these major legislative/policy steps in Indian education?
(A) RCI Act → RPWD Act → RTE Act → NEP 2020
(B) RCI Act → RTE Act → RPWD Act → NEP 2020
(C) RTE Act → RCI Act → RPWD Act → NEP 2020
(D) RCI Act → RTE Act → NEP 2020 → RPWD Act

57. Under the RPWD Act 2016, how many categories of disabilities are recognized as "specified disabilities"?
(A) 7
(B) 9
(C) 18
(D) 21

58. Consider the following statements regarding Universal Design for Learning (UDL):
I. UDL aims to provide equal opportunities to learn through a flexible approach that can be customized for individual needs.
II. It is built on three core brain networks: recognition, strategic, and affective.
III. It provides three main principles: Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement.
IV. It is a curriculum design framework that must be applied only after a student with disability fails the standard curriculum.
V. It advocates for a single, perfect method of teaching that benefits all learners simultaneously.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, IV, and V only
(D) I, II, III, and V only

59. The program "Sarva Shiksha Abhiyan" (SSA) was launched with the primary objective of:
(A) Computerizing all high schools in urban India.
(B) Universalizing elementary education of satisfactory quality for children in the 6–14 age group.
(C) Providing free secondary education to boys.
(D) Opening special boarding schools for children with severe physical disabilities in metropolitan areas.

60. Which of the following is an INCORRECT statement regarding the National Education Policy (NEP) 2020?
(A) It advocates for the complete phasing out of the National Institute of Open Schooling (NIOS) to ensure all children attend physical schools.
(B) It recommends that the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language.
(C) It proposes the creation of a national assessment centre, PARAKH, to set standards for student evaluation.
(D) It emphasizes continuous professional development (CPD) for teachers, including special education teachers.

61. In an inclusive classroom, "co-teaching" where one teacher acts as the primary instructor while the other moves around the room providing targeted assistance and monitoring students is known as:
(A) Station Teaching model where students

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rotate through various learning centers
(B) Alternative Teaching model where one teacher handles a small remedial group
(C) One Teach, One Assist model where one instructor leads and one supports
(D) Parallel Teaching model where the class is split into two equal sections

62. Consider the following statements regarding the pedagogical strategy of "Task Analysis" in special education:
I. It involves breaking down a complex, multi-step skill or task into smaller, manageable, and teachable sequential steps.
II. It is highly effective for teaching daily living skills and self-help skills to children with moderate-to-severe intellectual disabilities.
III. It requires the child to perform the entire complex sequence from memory during the first trial without any teacher prompts.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

63. The teaching methodology of "Prompting" in special education involves providing assistance to increase the likelihood that a child will produce a correct response. What is the correct sequence of prompting hierarchy from least-to-most intrusive?
(A) Physical → Verbal → Gestural → Modeling
(B) Verbal → Gestural → Modeling → Physical
(C) Physical → Modeling → Gestural → Verbal
(D) Gestural → Physical → Verbal → Modeling

64. A special education teacher is teaching a child with intellectual disability to wash their hands. The teacher teaches and reinforces the first step (turning on the tap) first, and then guides the student through the remaining steps. This behavioral instructional technique is known as:
(A) Backward Chaining
(B) Forward Chaining
(C) Shaping
(D) Fading

65. Consider the following statements regarding "Augmentative and Alternative Communication" (AAC):
I. AAC includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas.
II. AAC strategies can be divided into "aided" systems (requiring external tools like PECS or speech-generating devices) and "unaided" systems (using body language, gestures, or sign language).
III. AAC should only be introduced to children with severe speech impairments after they reach teenage years, as early introduction halts natural speech development.
IV. AAC devices are useful only for children with physical impairments and are ineffective for children with Autism Spectrum Disorder.
Which of the statements given above are correct?
(A) I and II only
(B) I, II, and III only
(C) II and IV only
(D) I, III, and IV only

66. The process of gradually and systematically removing physical, verbal, or gestural assistance as the learner masters a target skill, ensuring they perform the task independently, is called:
(A) Prompt Fading
(B) Chaining
(C) Shaping
(D) Task Analysis

67. Which of the following represents an INCORRECT pair of assistive technology/ device and its target user group?
(A) Refreshable Braille Display — Students with Visual Impairment
(B) FM Systems — Students with Hearing Impairment
(C) Cochlear Implants — Students with Visual Impairment
(D) Alternative Keyboards / Joystick Mice — Students with Locomotor/Orthopedic Disabilities

68. Consider the following statements regarding the "Individualised Transition Plan" (ITP) for students with developmental disabilities:
I. ITP is a structured plan designed to help students transition smoothly from school life to post-school options, such as vocational training, higher education, or independent living.
II. Under standard inclusive practices, transition planning must begin during high school years (typically by age 14 to 16).
III. It must involve the student, parents, special educators, vocational counselors, and community service representatives.

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IV. An ITP is required only for students who are planning to enroll in competitive engineering or medical courses.
V. It focuses exclusively on academic test scores and excludes daily living or self-care skills.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, IV, and V only
(D) I, II, III, and V only

69. "Community-Based Rehabilitation" (CBR) in the context of disability services is best defined as a strategy that:
(A) Focuses on admitting all individuals with disabilities into centralized, state-run urban clinics.
(B) Restricts child rehabilitation to home environments to keep them protected from public community life.
(C) Relies on external international agencies to run segregated residential schools in developing areas.
(D) Focuses on local inclusion and equalization of opportunities through combined family and community efforts.

70. In an inclusive classroom, a student with ADHD is easily distracted by classroom noises and visual movements. Which of the following environmental adaptations is most appropriate for this student?
(A) Seating the student in the back row next to a window to give them a view of nature, reducing academic pressure.
(B) Placing the student close to the teacher, away from doors, windows, and high-traffic areas to minimize distractions.
(C) Creating a separate physical isolation booth in the back corner where the student is kept during all lesson times.
(D) Removing all decorative wall items and windows from the school structure to prevent any child from losing focus.

71. What is the fundamental difference between "Accommodation" and "Modification" in the context of teaching CWSN (Children with Special Needs)?
(A) Accommodations modify the core learning standards of the syllabus, whereas modifications adjust physical spaces.
(B) Accommodations are implemented solely in segregated settings, whereas modifications are applied in general classrooms.
(C) Accommodations adjust how a student accesses learning, whereas modifications adjust what the student is expected to learn.
(D) Accommodations refer exclusively to clinical physical therapies, whereas modifications involve general medical treatments.

72. In an inclusive set-up, "Parallel Teaching" as a model of co-teaching is conducted by:
(A) One teacher leading the entire lecture while the other stands at the back of the classroom grading homework files.
(B) One teacher presenting academic concepts while the other directs unrelated arts and crafts in an adjacent room.
(C) Both teachers standing side-by-side at the board, taking alternating turns to deliver individual lecture lines.
(D) Splitting the class into two heterogeneous groups, with both teachers presenting the same content simultaneously.

73. Which of the following is an example of an "Aided" Augmentative and Alternative Communication (AAC) system?
(A) Picture Exchange Communication System (PECS) tools
(B) Natural sign language used by deaf communities
(C) Spontaneous body gestures and facial expressions
(D) Structured manual finger spelling techniques

74. When teaching a child with Autism Spectrum Disorder (ASD), which of the following visual strategies is highly recommended to reduce anxiety, establish daily routines, and ease transitions between activities?
(A) Verbal reminders repeated at high volumes
(B) Visual Schedules using pictures, icons, or written words in chronological order
(C) Abstract spoken explanations of the school day's goals
(D) Changing the daily classroom routine randomly every hour to build cognitive flexibility

75. Consider the following pedagogical approach of "Multisensory Instruction":
I. It involves engaging more than one sense at a time (visual, auditory, kinesthetic, tactile) to help students process and retain information.

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II. It is highly beneficial for children with Specific Learning Disabilities, such as dyslexia, as it provides multiple neural pathways for learning.
III. It suggests that teachers should teach abstract concepts using verbal explanations first before introducing concrete materials.
IV. It is ineffective for neurotypical children and should be restricted to separate resource rooms.

Which of the statements given above are correct?
(A) I and II only
(B) I, II, and III only
(C) II and IV only
(D) I, III, and IV only

76. What is the primary purpose of an "Ecological Assessment" in the context of planning educational and vocational goals for a student with severe intellectual disabilities?
(A) Analyzing the child's performance across daily environments to identify functional skills needed to live independently.
(B) Measuring the child's cognitive capabilities and intelligence quotient (IQ) through standardized clinical testing.
(C) Evaluating the physical impact of local microclimate variations on the student's somatic sensory-motor functioning.
(D) Grading the student's academic progress and performance in standard school botany and general science classes.

77. The behavior modification technique where a target behavior is gradually built by reinforcing successive approximations of that behavior is known as:
(A) Fading
(B) Chaining
(C) Shaping
(D) Modeling

78. Which of the following is a key requirement of a "Least Restrictive Environment" (LRE) as conceptualized in inclusive education?
(A) Educating all children with disabilities in specialized residential centers where they are completely protected from external academic competition.
(B) Placing all children with disabilities in general classrooms for the entire school day, regardless of their specific medical or behavioral support needs.
(C) Exempting children with special needs from participating in standard classroom assessments and following established school codes of conduct.
(D) Educating children with disabilities alongside non-disabled peers as much as appropriate, offering all necessary support services.

79. A student who has difficulty writing legibly and organizing letters/numbers on paper due to motor coordination issues is exhibiting characteristics of:
(A) Dyslexia
(B) Dyscalculia
(C) Dysgraphia
(D) Dysphasia

80. In early intervention for infants and toddlers with developmental delays, the service delivery model should ideally focus on which of the following?
(A) Delivering highly standardized, desk-based academic tutoring in a formal preschool classroom setting.
(B) Implementing family-centered practices that empower parents to support development during daily routines.
(C) Conducting isolated physical therapy sessions where parents are strictly kept out of the clinical room.
(D) Training and preparing the infant to pass rigorous admission exams for elite elementary school systems.

81. Read the following scenario and answer the question:
Aarav is an 8-year-old student in Class 3 who has been diagnosed with moderate Autism Spectrum Disorder (ASD). He has limited verbal communication, often repeating words spoken to him (echolalia). During transition periods, such as moving from the classroom to the playground or lunchroom, Aarav frequently exhibits severe distress, screaming, and self-injurious behaviors (head-banging). The general education teacher, working with a special educator, wants to implement a positive behavioral intervention.
Which of the following actions is the most appropriate and preventive initial strategy to reduce Aarav's transition-related distress?
(A) Physically guiding him by holding his hands and moving him rapidly to the next room before distress begins.
(B) Confining him to a single classroom for the entire school day to eliminate the need for any transitions.

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(C) Suspending him from all non-academic school events until his behavior stabilizes and self-injury stops.
(D) Implementing a visual schedule of daily activities and reviewing upcoming changes shortly before they occur.

82. Which of the following defines "curriculum adaptation" for a student with low vision?
(A) Delivering textbooks in large print or high-contrast format and allowing additional time during exams.
(B) Exempting the student from all reading-based academic activities and replacing them with basic manual tasks.
(C) Transitioning the student into non-academic manual vocational weaving workshops rather than regular classes.
(D) Restricting learning exclusively to auditory audiobooks, banning any visual or tactile instruction modes.

83. In the context of the RPWD Act 2016, "reasonable accommodation" refers to:
(A) Providing free residential housing facilities to all families who have a disabled child near school areas.
(B) Lowering standard passing requirements of school exams so that students can pass without active studying.
(C) Making necessary adjustments that do not impose undue burden, ensuring equal enjoyment of rights for all.
(D) Establishing separate classrooms and customized curricula for all students with disabilities in the school.

84. The "Three-Language Formula" in Indian education policy recommends that the first language taught in schools should normally be:
(A) The mother tongue or the regional language.
(B) English, to ensure global competitiveness.
(C) Sanskrit, to preserve ancient Indian heritage.
(D) Hindi, as the official language of the Union.

85. Read the following scenario and answer the question:
Meera is a 10-year-old student in Class 5 who has a bilateral profound sensorineural hearing impairment. She uses Indian Sign Language (ISL) as her primary mode of communication. Meera has been admitted to a local mainstream government school under the RTE Act. The school administration is planning to support her educational inclusion.
Which of the following steps is the most effective and legally compliant measure the school must take to support Meera's inclusion in the general classroom?
(A) Exempting Meera from all standard language classes, including Indian Sign Language, and evaluating her performance solely through drawings and practical arts activities.
(B) Mandating that she sit in the back row with an assistive FM receiver set to maximum volume, expecting her to lip-read the main speaker.
(C) Requiring that her parents remain inside the classroom at all times to provide manual sign language translation of the lectures.
(D) Appointing a sign language interpreter to assist Meera, while delivering basic sign language training to her teacher and classmates.

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86. Which of the following is an example of an informal assessment tool used by special educators to plan daily instructional modifications?
(A) Standardized clinical intelligence quotient assessments
(B) Curriculum-based measurements and teacher checklists
(C) Norm-referenced diagnostic achievement test batteries
(D) State-wide formal standardized annual board examinations

87. Under the RPWD Act 2016, which of the following is classified under the "Intellectual Disability" category?
(A) Autism Spectrum Disorder cases
(B) Spastic Cerebral Palsy conditions
(C) Specific Learning Disabilities
(D) Progressive Multiple Sclerosis

88. In teaching mathematics to a child with dyscalculia, which of the following instructional sequences is most effective?
(A) Introducing abstract mathematical formulas first, followed by written homework worksheets and then physical classroom objects.
(B) Enforcing strict rote memorization of arithmetic tables, followed by daily speed drill tests and textbook word problems.
(C) Delivering teacher-led auditory lectures, followed by mental calculations and formal visual geometric proofs on the board.

(D) Using concrete physical objects first, progressing to visual pictures, and ending with abstract symbols and numbers.

89. Read the following scenario and answer the question:
Rahul is a 12-year-old student in Class 7 who has cerebral palsy with spastic diplegia. He uses a manual wheelchair for mobility. Rahul has excellent cognitive skills and performs well academically. However, his school's science laboratory is located on the first floor of the building, and the school does not have an elevator or a ramp to the first floor. Additionally, the science lab tables are too high for his wheelchair to fit under.
Which of the following interventions represents the most systemic and legally aligned response under the RPWD Act 2016 to ensure Rahul's participation in science practicals?
(A) Moving the lab to the ground floor or building a ramp, and modifying a lab table to be height-adjustable.
(B) Advising him to skip practical lessons entirely, providing theoretical reading assignments as a complete substitute.
(C) Directing his classmates to carry his wheelchair up the steps each week and complete all experiments for him.
(D) Transferring him to a distance education model where he can watch virtual experiment videos from his own house.

90. Which of the following is a key feature of "cooperative learning" in an inclusive classroom?
(A) Students work entirely individually to compete aggressively against each other for the single highest academic grade in class.
(B) Students cooperate in diverse groups to achieve common learning goals with shared accountability and mutual interdependence.
(C) Students are divided into homogeneous groups by ability level, and lower-performing groups are given simplified tasks.
(D) The main teacher delivers a long lecture to the entire class while all students copy detailed notes in complete silence.

91. What is the primary focus of "early intervention" services for children with developmental delays?
(A) Administering standardized academic and intelligence examinations during early infancy to identify exceptional talent.
(B) Providing early coordinated services to young children and families to reduce developmental delays and maximize growth.
(C) Transferring young infants immediately into specialized vocational manual workshops to teach practical trade skills.
(D) Mandating corrective medical surgeries to fully cure genetic conditions before the child is eligible for preschool.

92. The concept of "least restrictive environment" (LRE) operates on the principle of a:
(A) A flexible spectrum of educational placements from regular classrooms with support to specialized schools.
(B) A rigid, permanent placement within a segregated specialized institution with no option of mainstream integration.
(C) The total administrative removal of all specialized teachers and special support systems from public schooling.
(D) The complete programmatic isolation of academic content courses from any form of practical vocational training.

93. Read the following scenario and answer the question:
Sana is a 7-year-old student in Class 2. She has a diagnosed Specific Learning Disability (SLD) in reading (dyslexia). She struggles with phonological awareness, letter-sound correspondence, and decoding simple three-letter words, which makes her feel anxious and demotivated during reading tasks. The school's multidisciplinary team is designing her Individualized Education Programme (IEP).
Which of the following instructional approaches is the most appropriate and evidence-based strategy to include in Sana's IEP for reading?
(A) Directing her to read complex book paragraphs aloud in front of the classroom each day to build public speech confidence.
(B) Introducing advanced textbooks that are several grade levels higher to challenge her and speed up reading skills.
(C) Delivering a structured, explicit, multisensory phonics program that simultaneously links sight, sound, and touch.
(D) Excusing her from all classroom literacy events, replacing active learning with passive cartoon watching on a tablet.

94. Under the RPWD Act 2016, which of the following is a physical/neurological disability category that specifically affects muscle tone,

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movement, and motor skills due to damage to the developing brain?
(A) Muscular Dystrophy
(B) Multiple Sclerosis
(C) Parkinson's Disease
(D) Cerebral Palsy

95. In an inclusive school, a "Resource Room" is primarily used for:
(A) Storing unused curriculum textbooks, extra wooden desks, and old audiovisual teaching aids away from active classes.
(B) Confining students with intense behavioral issues permanently to prevent contact with the rest of the student body.
(C) Offering part-time, targeted support and resource training to disabled students who spend most days in main classrooms.
(D) Holding routine school staff meetings, administrative discussions, and annual performance evaluations for teachers.

96. Which of the following is an example of "low-tech" assistive technology for a student with fine motor difficulties?
(A) High-tech eye-gaze computer communication systems
(B) Manual rubber pencil grips and thick-handle scissors
(C) Advanced text-to-speech screen reader software apps
(D) Motorized electric wheelchairs with joystick controls

97. Read the following scenario and answer the question:
Kabir is a 14-year-old student with a moderate intellectual disability in Class 8 of an inclusive school. His classmates are currently learning algebraic equations in mathematics. Kabir's IEP goals focus on functional academics, specifically money management, telling time, and basic addition/subtraction for daily living.
How should the general education math teacher, in collaboration with the special educator, handle Kabir's participation during the mathematics period?
(A) Instruct Kabir to sit quietly in the back row without any work while classmates study complex algebraic proofs.
(B) Send him out to the playground with a physical coach so he does not disrupt the main academic math class sessions.
(C) Force him to complete the identical algebra equations as his peers, grading him strictly on standard rubrics.
(D) Engage him with an adapted task using play money to calculate grocery costs, matching his functional IEP goals.

98. Which of the following is a core principle of the "Universal Design for Learning" (UDL) framework?
(A) Delivering multiple means of representation to offer diverse ways of acquiring essential curriculum knowledge.
(B) Enforcing the use of a single, standardized textbook and reading list for all public school students in a state.
(C) Mandating that all students with special needs must learn formal sign language regardless of their impairment type.
(D) Completely removing all academic testing and letter grading systems from school structures to avoid stress.

99. The "National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act" was passed in India in which year?
(A) 1992
(B) 1995
(C) 1999
(D) 2016

100. In teaching social skills to a child with Autism Spectrum Disorder (ASD), a teacher uses short, personalized written stories with visual cues that describe a specific social situation, what to expect, and how to behave appropriately. This strategy is known as:
(A) Social Stories
(B) Applied Behavior Analysis (ABA)
(C) Token Economy
(D) Functional Behavior Assessment (FBA)

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ANSWERS

1. (B) Mahatma Gandhi
Mahatma Gandhi's Wardha Scheme of Basic Education, or Nai Talim, emphasized learning through productive handicrafts. This pedagogical approach aimed to make education self-supporting while integrating head, heart, and hand. By focusing on manual labor and crafts, it sought to bridge the gap between mental and physical work, fostering holistic development and social equality among all children in the system.

2. (D) To act as a facilitator and setter of the stage for natural learning
In Naturalism, the teacher adopts a non-interventionist role, serving as a provider of the environment rather than a direct instructor. Education follows the child's natural development and instincts without artificial interference. The educator acts as a gardener or stage-setter, observing growth and facilitating experiences that allow nature to guide the learning process through direct exploration and individual sensory engagement.

3. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Pragmatism views education as a continuous reconstruction of experience, where the school serves as a simplified, purified, and balanced social environment. John Dewey argued that school should reflect real-life social interactions to foster democratic participation. Knowledge is considered functional and experimental, acquired through solving actual problems, making education an active process of living rather than preparation for it.

4. (C) Education must be imparted through natural environments to foster spiritual harmony between humanity and nature.
Rabindranath Tagore's educational philosophy emphasized learning in a natural environment to achieve harmony with the universe. He believed that nature is the greatest teacher, offering freedom for the subconscious mind to expand. Shantiniketan was established to provide a space where children could experience creative expression and spiritual growth through intimate contact with nature, far beyond rigid classroom walls.

5. (A) Existentialist philosophy
Existentialist philosophy prioritizes individual existence, freedom, and personal responsibility, making it highly relevant for inclusive education. It focuses on the unique potential of every student, encouraging self-advocacy and personal choice. In the context of disability, this approach rejects standardized labeling and instead empowers individuals to define their own essence and meaning through their personal experiences and decisions within society.

6. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Swami Vivekananda defined education as the manifestation of the perfection already existing in man. He emphasized character-building and the development of willpower over the mere collection of external information. This approach focuses on self-realization and inner strength, suggesting that the teacher's role is simply to remove obstacles so that the inherent knowledge within the individual can shine forth.

7. (B) The conditioning of the mind through fear, competition, and comparison
Jiddu Krishnamurti's educational philosophy critiques the modern school system for creating conditioned minds through fear, competition, and comparison. He advocated for a revolutionary transformation in human consciousness, where education fosters total awareness and freedom. By avoiding rewards and punishments, schools should help students understand themselves and their relationship with the world, leading to an intelligent, non-fragmented way of living.

8. (C) Individual self-activity, creative play, and collaborative social cooperation
Friedrich Froebel, the founder of the Kindergarten system, viewed children as tiny plants in a garden. His philosophy centers on the idea of self-activity and creative play as essential for development. Through specific materials called gifts and occupations, children engage in social cooperation and exploration. This approach

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recognizes play as the highest form of childhood learning and primary personal expression.

9. (D) Jean-Jacques Rousseau
Jean-Jacques Rousseau introduced the concept of negative education in his work, Emile. He argued that early education should not consist of teaching virtue or truth but should protect the child's heart from vice and the mind from error. During childhood, the focus is on developing the senses and allowing nature to take its course without imposing adult reasoning.

10. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Maria Montessori's pedagogical model is based on the scientific observation of children and their absorbent mind. She developed specialized, self-correcting sensory materials that allow learners to work independently within a carefully prepared environment. This approach encourages spontaneous activity and discovery, matching the child's natural psychological development and sensitive periods for learning specific skills like language, order, and sensory refinement.

11. (B) Realism
Realism posits that the physical world exists independently of human consciousness and is governed by immutable laws of nature. Consequently, the realistic curriculum emphasizes science, mathematics, and factual subjects that can be verified through systematic observation and experimentation. Education focuses on helping students understand the objective world around them by using senses and logical inquiry to gain accurate, useful knowledge.

12. (B) Physical, vital, mental, psychic, and spiritual
Sri Aurobindo's Integral Education focuses on the simultaneous development of all parts of the human being. This holistic approach encompasses the physical, vital, mental, psychic, and spiritual dimensions. By addressing these five levels, the system aims to transform the individual into a more conscious and evolved being. It seeks to harmonize the outer personality with the inner soul for total transformation.

13. (A) Sri Aurobindo — Laboratory Method of Progressive Schooling
Sri Aurobindo is known for his philosophy of Integral Education, which seeks to develop the physical, vital, mental, psychic, and spiritual aspects of the personality. The Laboratory School and the progressive education movement are primarily associated with John Dewey's pragmatic philosophy. While Aurobindo emphasized the child's self-development, his methodology focuses on internal transformation rather than the specific laboratory methods of schooling.

14. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Pragmatism rejects the notion of absolute or eternal values, asserting that truths and values are instrumental and subject to change. They are created through human interaction with the environment and are tested by their practical consequences. In education, this means that moral and ethical values are not pre-defined but emerge from the social experiences and problem-solving activities of the students.

15. (D) The nature, sources, validity, and limits of knowledge
Epistemology is a core branch of philosophy that examines the origin, nature, methods, and validity of human knowledge. It addresses fundamental questions about how we know what we know and the limits of human understanding. In educational contexts, epistemology influences teaching methods and curriculum design by determining what counts as legitimate knowledge and how that knowledge is effectively acquired and justified.

16. (C) Socratic dialogue to uncover universal truths and ideas
Idealism emphasizes the importance of ideas, mind, and spirit as the ultimate reality. The Socratic method of dialogue is a key pedagogical tool in this philosophy, used to help students uncover universal truths and latent ideas within their own minds. Education focuses on the pursuit of intellectual and moral excellence, aiming to realize the absolute through reflection, reasoning, and intuition.

17. (B) Disability is a social construct created by systematic environmental and attitudinal barriers.
The social model of disability distinguishes between biological impairment and the state of being disabled. It argues that disability is created by society's failure to provide adequate services and remove environmental, attitudinal, and

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institutional barriers. This perspective shifts the focus from fixing the individual to fixing society, advocating for inclusion and accessibility to ensure that all individuals can participate fully.

18. (C) (A) is true but (R) is false
The charity model views persons with disabilities as unfortunate victims who deserve pity and financial assistance rather than fundamental rights. It prioritizes the provision of welfare and basic care over empowerment or systemic accessibility. This approach often leads to dependency and segregation. Conversely, the removal of architectural barriers is a focus of the social and rights-based models, not the charity-based perspective.

19. (A) It creates multiple, overlapping layers of disadvantage that compound educational barriers.
Intersectionality describes how various social identities, such as caste, class, gender, and disability, overlap to create unique modes of discrimination and privilege. For a disabled child in rural India, these factors compound to create significant barriers to education. Poverty, lack of rural infrastructure, and social stigma based on caste interact with disability, making their marginalization more complex and difficult to address.

20. (C) The Human Rights Model
The human rights model recognizes disability as an inherent part of human diversity and focuses on the dignity, autonomy, and rights of the individual. This model serves as the foundation for international and national legislation, including the UNCRPD and India's RPWD Act 2016. It mandates that the state and society ensure equal opportunities and full participation by eliminating all forms of discrimination.

21. (A) Discrimination
Discrimination involves treating individuals or groups unfairly based on specific characteristics such as gender, disability, or social status. In education, this manifests as the denial of equal access to resources, opportunities, and participation. Such systemic exclusion reinforces social inequalities and prevents marginalized students from achieving their full potential. Addressing discrimination requires active policy interventions and a shift toward inclusive and equitable practices.

22. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Girls with disabilities often face a double disadvantage, experiencing discrimination based on both their gender and their impairment. This intersectional vulnerability necessitates gender-inclusive pedagogy in special education to address their specific needs, safety, and empowerment. Teachers must be aware of these overlapping barriers to ensure that girls receive equal educational opportunities and are protected from the heightened risks of exclusion and abuse.

23. (B) The presence of linguistic, cultural, and ability-based differences to be valued for student learning.
In the Indian context, diversity refers to the wide range of linguistic, cultural, religious, and ability-related differences present among students. Rather than being viewed as a deficit, diversity is seen as a valuable resource for learning. An inclusive education system celebrates these differences and leverages them to enrich the classroom experience, promoting mutual respect, social cohesion, and a deeper understanding of society.

NODIA

24. (C) It shifts the locus of the problem from individual impairment to disabling barriers within society.
The social model of disability identifies societal barriers rather than individual impairments as the primary cause of exclusion. By shifting the problem from the person's biological condition to inaccessible environments and negative attitudes, it promotes systemic change. This approach advocates for universal design, policy reforms, and community awareness to ensure that all individuals, regardless of their physical or cognitive differences, have equal access.

25. (D) Marginalization
Marginalization is the process where specific groups are relegated to a lower social standing and pushed to the edges of society. This exclusion limits their access to power, resources, and essential services like quality education. It often affects those from disadvantaged castes, tribes, or those with disabilities. Understanding marginalization is crucial for developing inclusive policies that aim to bring these groups into the mainstream.

26. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Integrated education involves placing children with special needs into existing school structures, requiring the child to adapt to the system. In contrast, inclusive education is a transformative process that modifies the entire school environment, curriculum, and teaching strategies to accommodate the diverse needs of all learners. It assumes that the responsibility for success lies with the school system rather than the student.

27. (B) Universal Design for Learning (UDL)
Universal Design for Learning is a framework aimed at optimizing teaching and learning for all people based on scientific insights into how humans learn. By providing multiple means of representation, engagement, and expression, UDL ensures that students with diverse abilities can access and participate in the curriculum. Using visual aids, tactile graphics, and audio descriptions are practical examples of applying UDL principles in classrooms.

28. (B) Teacher beliefs that students with cognitive impairments cannot learn academic skills and belong in special schools.
Attitudinal barriers are among the most significant obstacles to inclusive education. These involve the negative beliefs, prejudices, and low expectations held by teachers, peers, or parents regarding the capabilities of students with disabilities. When educators believe that children with intellectual impairments cannot learn academic skills, it leads to exclusion and poor educational outcomes, regardless of the physical accessibility of the school building.

29. (A) Integrating the diverse local languages, histories, and cultural contexts of all learners into the daily classroom lessons.
Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning. This approach involves integrating local languages, traditions, and histories into the curriculum to make learning more relevant and effective. By valuing the diverse backgrounds of all learners, teachers can create a more inclusive and engaging environment that fosters a sense of belonging and improves overall academic achievement.

30. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Multilingual education in India addresses the vast linguistic diversity of the country. Research consistently demonstrates that children learn more effectively when their mother tongue is used as the medium of instruction during the formative years. This approach supports cognitive development and builds a strong foundation for learning additional languages. It also ensures that children from minority linguistic backgrounds are not disadvantaged in the classroom.

31. (D) Mandating a reservation of at least twenty-five percent of entry-level seats for free and compulsory elementary education.
The Right to Education Act 2009 mandates that private unaided schools reserve twenty-five percent of their seats at the entry-level for children belonging to disadvantaged groups and weaker sections. This provision aims to promote social integration and ensure that students from marginalized backgrounds have access to quality education in private institutions. The government reimburses the schools for the expenditure incurred on these students.

32. (B) Article 15
Article 15 of the Constitution of India is a fundamental right that prohibits the state from discriminating against any citizen on the grounds of religion, race, caste, sex, or place of birth. This constitutional provision ensures equality and serves as the legal basis for challenging discriminatory practices in various sectors, including education, thereby promoting an inclusive society where every individual is treated with dignity.

33. (B) Universal Access, Universal Enrolment, and Universal Retention
Universalization of Elementary Education in India is based on three essential pillars: universal access, universal enrolment, and universal retention. Access ensures that a school is available within a reasonable distance for every child. Enrolment focuses on bringing every eligible child into the school system. Retention aims to ensure that children complete the entire eight-year cycle of elementary education without dropping out.

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34. (B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
In the context of the Indian education system, wastage refers to children leaving school before completing the elementary level, leading to a loss of educational investment. Stagnation occurs when a child remains in the same grade for more than one year due to academic failure. Both are significant challenges that hinder the goal of universal elementary education and require targeted policy interventions and systemic support.

35. (D) 6 to 14 years
Article 21A of the Indian Constitution, inserted by the 86th Amendment, establishes education as a fundamental right for all children aged six to fourteen years. It mandates that the state provide free and compulsory education to this specific age group. This landmark provision shifted the focus from a directive principle to a legally enforceable right, ensuring that no child is denied basic schooling.

36. (D) 86th Amendment Act, 2002
The 86th Constitutional Amendment Act, passed in 2002, was a historic step in the Indian education system. It introduced Article 21A, making free and compulsory education a fundamental right for children in the six to fourteen age group. Additionally, it modified Article 45 regarding early childhood care and introduced a new fundamental duty for parents to provide educational opportunities to their children.

37. (A) All religious and linguistic minorities
Article 30 of the Indian Constitution protects the rights of religious and linguistic minorities to establish and administer educational institutions of their choice. This provision is designed to preserve the distinct culture, script, and language of minority communities. It ensures that the state does not discriminate against any such institution in granting aid, thereby upholding the secular and pluralistic fabric of the nation.

38. (C) (A) is true but (R) is false
The Three-Language Formula was recommended to promote multilingualism and national integration. It typically suggests the study of the mother tongue or regional language, a modern Indian language or Hindi, and English. While the first statement about its purpose is true, the claim that English must be the first medium of instruction is incorrect, as the formula prioritizes the mother tongue or regional language.

39. (B) Directing the State to endeavour to provide early childhood care and education for all children until they complete the age of six years.
Article 45 of the Constitution, as amended by the 86th Amendment, serves as a directive principle for the state. It urges the state to provide early childhood care and education for all children until they reach the age of six. This recognizes the critical importance of the early years in child development and sets the stage for formal schooling through programs like Anganwadis.

40. (B) Article 46
Article 46 of the Indian Constitution is a directive principle that requires the state to promote the educational and economic interests of the weaker sections of society with special care. It specifically mentions the Scheduled Castes and Scheduled Tribes, urging the state to protect them from social injustice and all forms of exploitation. This article provides the constitutional basis for affirmative action and targeted welfare.

41. (D) School-age children who have never been enrolled in a school or have dropped out before completing elementary education.
Out-of-school children are those in the school-age group who either never enrolled in a formal educational institution or dropped out before completing the prescribed cycle of elementary education. Identifying and bringing these children back into the schooling system is a primary goal of major educational initiatives like Samagra Shiksha. Efforts focus on removing barriers such as poverty, distance, and lack of infrastructure.

42. (C) I and III only
The Right to Education Act 2009 contains strict prohibitions to protect child rights. Section 17 explicitly forbids physical punishment and mental harassment of children. Furthermore, Section 13 prohibits schools from using any screening procedures during the admission process for children. Additionally, Section 14 ensures that no child is denied admission due to lack of age proof, facilitating easier access to elementary education for all.

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43. (B) Kothari Commission (1964-66)
The Kothari Commission (1964-66) was a landmark in Indian education history, recommending a Common School System. This system aimed to provide equal educational opportunities to all children, regardless of their social or economic background, by bringing them together in the same neighborhood schools. The goal was to promote social integration and national unity while improving the overall quality of education across the country.

44. (B) Alleviating academic load by reorganizing the curriculum, reducing textbooks, and shifting away from rote learning.
The Yashpal Committee Report (1993), titled Learning Without Burden, highlighted the issue of the excessive academic load on school children. It focused on the poor quality of learning and recommended reducing the physical weight of school bags and the cognitive burden of the curriculum. The report advocated for a shift from rote memorization to meaningful learning and the reorganization of textbooks to be more child-friendly.

45. (A) I, II, and III only
National Education Policy 2020 introduces a 5+3+3+4 curricular structure and aims for 100% Gross Enrolment Ratio in school education by 2030. It also proposes Special Education Zones for disadvantaged groups. However, it does not mandate Hindi as the sole medium of instruction; rather, it emphasizes the mother tongue or local language. This policy seeks to modernize the system while ensuring equity.

46. (C) Constructivism
The National Curriculum Framework 2005 is deeply rooted in the philosophy of constructivism. This perspective views learners as active participants who construct their own knowledge by connecting new information with their existing experiences. NCF 2005 advocates for moving away from rote learning toward inquiry-based and child-centered pedagogy, emphasizing that the teacher's role is to facilitate the learning process rather than just delivering information.

47. (D) To provide inclusive education to children with disabilities without discrimination, offering equal opportunities.
Section 16 of the Rights of Persons with Disabilities Act 2016 mandates that all government and government-aided educational institutions provide inclusive education. This includes admitting children with disabilities without discrimination and offering them equal opportunities for participation. Schools are required to make their buildings and materials accessible and provide necessary support, such as assistive devices and specialized teaching, to ensure effective inclusion.

48. (A) I, II, and IV only
The Rehabilitation Council of India Act 1992 regulates training programs for rehabilitation professionals and maintains the Central Rehabilitation Register. It ensures that only qualified individuals provide services to persons with disabilities and prescribes penalties for unregistered practitioners. However, the RCI operates under the Ministry of Social Justice and Empowerment, not the Ministry of Education, and focuses on professional standards rather than school construction.

49. (B) United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities explicitly requires states to provide an inclusive education system at all levels. It emphasizes the right of persons with disabilities to be educated alongside their peers and to receive the support necessary to facilitate their effective education. The convention focuses on the full development of human potential, dignity, and self-worth.

50. (D) Integrating mild and moderate impairment cases into general schools, while sending severe cases to dedicated special schools.
The National Policy on Education 1986 outlined a dual strategy for educating children with disabilities. It recommended integrating children with locomotor or mild disabilities into mainstream schools to promote social inclusion. For those with severe disabilities, the policy proposed the use of special schools that could provide more intensive and specialized care. This approach aimed to ensure that every disabled child received an appropriate education.

51. (B) 40%
According to the Rights of Persons with Disabilities Act 2016, benchmark disability is defined as a person having at least forty percent of a specified disability, as certified

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by a medical authority. This classification is crucial for determining eligibility for various government benefits, reservations in education and employment, and social security schemes. It ensures that those with significant impairments receive the necessary legal protection.

52. (D) I, II, and III
The Kothari Commission promoted the Common School System for social equity. The National Curriculum Framework 2005 emphasized connecting classroom knowledge to life outside the school to make learning meaningful. The Right to Education Act 2009 established specific norms for school functioning, including a pupil-teacher ratio of 30:1 for primary levels. Together, these frameworks and laws have shaped the structure and quality of the Indian education system.

53. (D) Build national capacity to provide equitable, high-quality education for all female and transgender students across the country.
The Gender Inclusion Fund, proposed in NEP 2020, is a strategic initiative to provide equitable and high-quality education for all girls and transgender students. The fund aims to overcome barriers that prevent these groups from accessing and completing school education. It supports initiatives like improving school infrastructure, providing sanitation facilities, and creating safe learning environments, thereby promoting gender equality and empowering marginalized students.

54. (B) 10%
The Right to Education Act 2009 sets specific standards for school governance to ensure quality education. One such provision mandates that the number of vacant teacher posts in any school must not exceed ten percent of the total sanctioned strength. This requirement aims to prevent chronic teacher shortages and ensure that schools have adequate human resources to maintain the prescribed pupil-teacher ratio and deliver consistent instruction.

55. (B) I, III, and IV only
An Individualized Education Programme is a detailed, legally binding document tailored to the specific needs of a student with a disability. It is developed by a team and includes the child's current performance, measurable annual goals, and the specific services required. Importantly, an IEP is not a standardized curriculum; rather, it is a personalized plan designed to ensure the student receives an appropriate education.

56. (B) RCI Act → RTE Act → RPWD Act → NEP 2020
The chronological sequence of these educational steps begins with the Rehabilitation Council of India Act in 1992, followed by the Right to Education Act in 2009. The Rights of Persons with Disabilities Act was then enacted in 2016, replacing the earlier 1995 law. Finally, the National Education Policy was introduced in 2020. This timeline reflects the evolving legal and policy framework toward rights-based inclusion.

57. (D) 21
The Rights of Persons with Disabilities Act 2016 significantly expanded the number of recognized disability categories from seven to twenty-one. This inclusion covers a broader range of conditions, such as acid attack consequences, Parkinson's disease, and blood disorders like Thalassemia. By recognizing these twenty-one specified disabilities, the act ensures that more individuals can access legal protection, reservations, and support services tailored to their specific needs.

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58. (A) I, II, and III only
Universal Design for Learning is a proactive framework that addresses the diverse needs of all learners by providing flexibility in representation, engagement, and expression. It is based on cognitive neuroscience and aims to remove barriers before they impact learning. UDL is not a reactive measure or a single teaching method; instead, it offers a variety of options to ensure that the curriculum is accessible.

59. (B) Universalizing elementary education of satisfactory quality for children in the 6–14 age group.
Sarva Shiksha Abhiyan was a flagship program launched to achieve the universalization of elementary education. It aimed to provide free and compulsory education to all children in the six to fourteen age group, focusing on quality and social equity. The program emphasized community involvement, teacher training, and infrastructure development. SSA has now been integrated into the Samagra Shiksha scheme to provide a continuous path.

60. (A) It advocates for the complete phasing out of the National Institute of Open Schooling (NIOS) to ensure all children attend physical schools.
National Education Policy 2020 encourages a multi-faceted approach to education, which includes strengthening open and distance learning through institutions like NIOS. It does not advocate for phasing out NIOS; rather, it seeks to expand learning options to reach out-of-school children and provide flexible pathways. The policy also emphasizes the importance of the mother tongue, the creation of PARAKH, and continuous professional development.

61. (C) One Teach, One Assist model where one instructor leads and one supports
The One Teach, One Assist model of co-teaching involves one educator taking the lead in delivering the main lesson while the other circulates to provide individual support. This approach allows for real-time monitoring of student progress and behavior, ensuring that those who need extra help receive it immediately. It is particularly effective in inclusive classrooms where students have diverse learning needs requiring subtle, ongoing adjustments.

62. (A) I and II only
Task analysis is a fundamental pedagogical strategy in special education, particularly for teaching complex skills. It involves breaking down a multifaceted activity into small, sequential, and manageable steps. This method allows teachers to provide targeted instruction and reinforcement for each component. It is highly effective for students with intellectual disabilities, as it simplifies the learning process and helps them master daily living and academic tasks.

63. (B) Verbal → Gestural → Modeling → Physical
The prompting hierarchy in special education is a systematic way of providing assistance to help a learner produce a correct response. The least-to-most intrusive sequence typically begins with verbal cues, followed by gestural prompts, then modeling the behavior, and finally using physical guidance. This approach aims to provide only as much help as necessary, encouraging the student to become more independent as they master skills.

64. (B) Forward Chaining
Forward chaining is a behavioral instructional technique where a complex task is taught in chronological order. The teacher focuses on teaching and reinforcing the first step of the sequence until it is mastered, while providing assistance for the remaining steps. Once the first step is independent, the second step is taught, and the process continues. This method builds confidence and ensures that the student masters each part.

65. (A) I and II only
Augmentative and Alternative Communication includes various methods to support individuals with speech or language impairments. It encompasses both aided systems, which use external tools, and unaided systems, which rely on the body. Contrary to some myths, early introduction of AAC does not hinder speech development; instead, it often facilitates it by reducing frustration. AAC is highly effective for various conditions, including Autism and physical impairments.

66. (A) Prompt Fading
Prompt fading is the systematic process of reducing the level of assistance provided to a learner as they become more proficient in a skill. The goal is to transfer control from the teacher's prompts to the natural cues in the environment, ensuring the student can perform the task independently. Effective fading prevents prompt dependency and is essential for the long-term mastery and generalization of skills in special education.

67. (C) Cochlear Implants — Students with Visual Impairment
Cochlear implants are sophisticated electronic devices designed to provide a sense of sound to individuals with severe-to-profound hearing impairment. They are not used for students with visual impairment. Students with visual impairment may use tools like screen readers or Braille displays. FM systems are indeed used for hearing loss to improve communication, and alternative keyboards help those with locomotor disabilities navigate digital platforms more effectively.

68. (A) I, II, and III only
An Individualised Transition Plan is a critical component of the educational process for students

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with disabilities as they approach adulthood. It focuses on preparing them for post-school life, including vocational training, higher education, or independent living. The planning process must be collaborative, involving the student, family, and professionals. Transition goals should be holistic, covering academic and functional skills to ensure a successful and smooth move.

69. (D) Focus on local inclusion and equalization of opportunities through combined family and community efforts.
Community-Based Rehabilitation is a strategy for rehabilitation, equalization of opportunity, and social inclusion of people with disabilities. It is implemented through the combined efforts of people with disabilities, their families, and the community. CBR aims to ensure that individuals can access services within their own locality rather than being forced into institutionalized settings. It promotes empowerment and focuses on the multisectoral needs in the environment.

70. (B) Placing the student close to the teacher, away from doors, windows, and high-traffic areas to minimize distractions.
For a student with ADHD who is easily distracted, environmental modifications are crucial for academic success. Seating the student close to the teacher allows for frequent monitoring and non-verbal cues. Placing them away from high-traffic areas like doors or windows minimizes visual and auditory distractions. This proactive approach helps the student maintain focus on the lesson and reduces the likelihood of impulsive behaviors caused by triggers.

71. (C) Accommodations adjust how a student accesses learning, whereas modifications adjust what the student is expected to learn.
Accommodations change how a student learns or accesses information without altering the curriculum's standards or expectations. Examples include extra time for tests or using a screen reader. Modifications, however, involve significant changes to what the student is expected to learn, such as simplifying the content or reducing the number of concepts. Understanding this distinction is essential for effectively implementing support for all learners in inclusive classrooms.

NODIA

72. (D) Splitting the class into two heterogeneous groups, with both teachers presenting the same content simultaneously.
Parallel teaching is a co-teaching model where the class is split into two heterogeneous groups, and each teacher presents the same content simultaneously. This approach reduces the student-teacher ratio, allowing for more individualized attention and increased opportunities for student participation. It is particularly effective for delivering complex material or when a smaller group setting is beneficial for monitoring progress and facilitating discussion in an inclusive classroom environment.

73. (A) Picture Exchange Communication System (PECS) tools
Aided Augmentative and Alternative Communication systems require external tools or equipment to facilitate communication. The Picture Exchange Communication System is a prime example, where individuals use icons or photos to convey their thoughts and needs. In contrast, unaided systems, such as sign language or facial expressions, rely solely on the person's body. Both types of AAC are vital for empowering individuals with limited speech to interact effectively.

74. (B) Visual Schedules using pictures, icons, or written words in chronological order
Visual schedules are highly effective tools for children with Autism Spectrum Disorder to manage anxiety and understand daily expectations. By using pictures or icons to represent the sequence of activities, these schedules provide predictability and help the child navigate transitions smoothly. They reduce reliance on verbal reminders and foster independence by allowing the child to see what comes next. Consistent use creates a more structured environment.

75. (A) I and II only
Multisensory instruction involves engaging visual, auditory, kinesthetic, and tactile pathways simultaneously to enhance learning. This approach is particularly effective for students with learning disabilities, like dyslexia, as it provides multiple ways to process information. By using concrete materials and hands-on activities, teachers can help students grasp abstract concepts more effectively. This technique benefits all learners in an inclusive

classroom, making education more accessible and engaging.

76. (A) Analyzing the child's performance across daily environments to identify functional skills needed to live independently.
An ecological assessment evaluates a student's performance across various real-world environments to identify the functional skills needed for independent living and work. Rather than focusing solely on IQ, this approach examines the child's interaction with their community, home, and potential workplace. The information gathered is used to create meaningful goals that prepare the student for life beyond school, ensuring they develop the necessary practical competencies.

77. (C) Shaping
Shaping is a behavior modification technique that involves reinforcing successive approximations of a desired target behavior. It is used when the student does not already exhibit the complete behavior in their repertoire. By rewarding small steps that lead toward the final goal, the teacher can gradually guide the learner to master complex skills. This method is highly effective for building new behaviors through a series of positive increments.

78. (D) Educating children with disabilities alongside non-disabled peers as much as appropriate, offering all necessary support services.
The principle of the Least Restrictive Environment mandates that students with disabilities should be educated with their non-disabled peers to the maximum extent appropriate. It suggests a continuum of placements, with the general education classroom being the starting point. Specialized services and support are provided within this setting whenever possible. The goal is to balance specialized instruction with the benefits of social and academic inclusion.

79. (C) Dysgraphia
Dysgraphia is a specific learning disability that primarily affects writing abilities. It can manifest as difficulties with spelling, poor handwriting, and trouble organizing thoughts on paper. Students with dysgraphia often struggle with fine motor coordination, making the physical act of writing slow and laborious. In an educational setting, providing accommodations such as oral examinations or using a computer can help these students demonstrate their knowledge effectively.

80. (B) Implementing family-centered practices that empower parents to support development during daily routines.
Early intervention services for infants and toddlers with developmental delays are most effective when they are family-centered and delivered in natural environments. This model empowers parents and caregivers by teaching them how to integrate developmental support into daily routines, such as mealtime or play. By focusing on the family as a whole, early intervention maximizes the child's growth and development while building the family's capacity.

81. (D) Implementing a visual schedule of daily activities and reviewing upcoming changes shortly before they occur.
For a student with Autism who experiences distress during transitions, providing predictability is key. A visual schedule helps by showing the student exactly what will happen and in what order, reducing the anxiety associated with change. Reviewing the schedule before transitions occurs prepares the student for the shift in activities. This proactive strategy focuses on prevention and building understanding, which is more effective than exclusion.

82. (A) Delivering textbooks in large print or high-contrast format and allowing additional time during exams.
Curriculum adaptations for students with low vision focus on enhancing accessibility to instructional materials. This includes providing textbooks in large print, high-contrast formats, or digital versions that can be magnified. Additionally, allowing extra time during assessments helps these students process information at their own pace without being disadvantaged. These measures ensure that the student can engage with the standard curriculum while having their sensory needs met.

83. (C) Making necessary adjustments that do not impose undue burden, ensuring equal enjoyment of rights for all.
Reasonable accommodation refers to the necessary and appropriate modifications that do not impose a disproportionate or undue burden. These adjustments are essential to ensure that persons with disabilities can enjoy their rights

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and freedoms on an equal basis with others. In educational settings, this may involve providing assistive technology or making physical changes to the school. Such accommodations are a legal requirement under the Act.

84. (A) The mother tongue or the regional language.
The Three-Language Formula in Indian education policy emphasizes the importance of the mother tongue or regional language as the first language of instruction. This approach is based on the principle that learning in one's native language during the early years facilitates better cognitive development and academic performance. It also helps preserve cultural identity and makes the transition to learning additional languages more effective as children progress.

85. (D) Appointing a sign language interpreter to assist Meera, while delivering basic sign language training to her teacher and classmates.
For a student who primarily uses Indian Sign Language, effective inclusion requires direct communication support. Appointing a sign language interpreter allows the student to access the classroom lectures and interact with peers. Simultaneously, training teachers and classmates in basic ISL fosters a truly inclusive environment and reduces social isolation. This approach aligns with legal mandates for reasonable accommodation and ensures an equal opportunity to succeed.

86. (B) Curriculum-based measurements and teacher checklists
Informal assessment tools are used by educators to gather ongoing, practical data about a student's progress in the curriculum. Examples include teacher-made checklists and curriculum-based measurements. Unlike standardized tests, these tools are flexible and directly reflect what is being taught in the classroom. They provide immediate feedback, allowing special educators to make timely modifications to instruction and support in an inclusive environment for learners.

87. (C) Specific Learning Disabilities
Under the Rights of Persons with Disabilities Act 2016, Specific Learning Disabilities are classified within the broader category of intellectual disabilities for administrative purposes. SLD refers to disorders affecting information processing, such as dyslexia, dysgraphia, or dyscalculia. While these individuals often have average intelligence, they require specialized instructional strategies and accommodations to overcome their specific challenges and succeed in an academic and social environment.

88. (D) Using concrete physical objects first, progressing to visual pictures, and ending with abstract symbols and numbers.
Teaching mathematics to a child with dyscalculia is most effective when following a Concrete-Representational-Abstract sequence. This starts with using physical objects to understand quantities and basic operations. Once the concept is clear, visual representations like pictures or drawings are used. Finally, the student is introduced to abstract symbols. This systematic progression helps build a solid foundation of understanding through multiple sensory and cognitive pathways.

89. (A) Moving the lab to the ground floor or building a ramp, and modifying a lab table to be height-adjustable.
Under the RPWD Act 2016, schools are legally obligated to ensure that all facilities, including laboratories, are physically accessible to students with disabilities. For a student who uses a wheelchair, this means moving the lab to the ground floor or installing a ramp. Additionally, modifying furniture like lab tables ensures the student can participate fully in practical lessons. These systemic changes are necessary for equal opportunities.

90. (B) Students cooperate in diverse groups to achieve common learning goals with shared accountability and mutual interdependence.
Cooperative learning is a pedagogical strategy where students work together in diverse groups to achieve shared academic goals. It emphasizes mutual interdependence and individual accountability. In an inclusive classroom, this approach allows students of varying abilities to support each other, fostering community and reducing competition. By working collectively, students learn to value each other's strengths, which improves academic achievement and social integration.

91. (B) Providing early coordinated services to young children and families to reduce developmental delays and maximize growth.
Early intervention services aim to identify and support young children with developmental

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delays as soon as possible. These services provide coordinated support to both the child and their family, focusing on maximizing developmental potential and minimizing the impact of the delay. By addressing needs during critical early years, early intervention can improve long-term outcomes and prepare the child for participation in school and community.

92. (A) A flexible spectrum of educational placements from regular classrooms with support to specialized schools.
The principle of the Least Restrictive Environment operates on the idea of a flexible spectrum or continuum of educational placements. This ranges from full inclusion in a general education classroom with necessary supports to more specialized settings like resource rooms or special schools. The goal is to place the student in an environment that is as close to the mainstream as possible for social benefits.

93. (C) Delivering a structured, explicit, multisensory phonics program that simultaneously links sight, sound, and touch.
For a student with dyslexia, a structured, explicit, and multisensory phonics program is the most effective evidence-based strategy. This approach focuses on teaching letter-sound relationships through visual, auditory, and tactile-kinesthetic pathways simultaneously. By providing systematic instruction, the student can build phonological awareness and improve reading accuracy. Including such an approach in the IEP ensures that the student receives the targeted literacy support needed for success.

94. (D) Cerebral Palsy
Cerebral Palsy is a group of disorders that affect movement and muscle tone, caused by damage to the developing brain, usually before or during birth. It is a neurological condition that can impact motor skills, balance, and posture in various ways. Under the Act, it is recognized as a physical disability. Individuals may require various supports, such as physiotherapy and assistive technology, for participation.

95. (C) Offering part-time, targeted support and resource training to disabled students who spend most days in main classrooms.
A Resource Room in an inclusive school is a specialized classroom where students with disabilities receive part-time, targeted support from a special educator. Students spend most of their day in the general education classroom but go to the resource room for intensive instruction in specific areas. This setting allows for individualized attention and specialized materials, ensuring that students get the extra help they need.

96. (B) Manual rubber pencil grips and thick-handle scissors
Low-tech assistive technology refers to simple, non-electronic tools that help individuals with disabilities perform tasks more easily. For a student with fine motor difficulties, examples include rubber pencil grips or thick-handle scissors. These tools are inexpensive and require no power source. They provide immediate support by improving the ability to grasp and manipulate materials, thereby enhancing participation and independence in daily school activities for learners.

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97. (D) Engage him with an adapted task using play money to calculate grocery costs, matching his functional IEP goals.
In an inclusive classroom, students with intellectual disabilities may follow functional academic goals that differ from the standard curriculum. While classmates learn algebra, the teacher can engage this student with practical math tasks like money management, as specified in their IEP. This ensures the student's participation is meaningful and relevant. Collaborative planning between educators is essential to ensure that all students are appropriately supported.

98. (A) Delivering multiple means of representation to offer diverse ways of acquiring essential curriculum knowledge.
One of the core principles of Universal Design for Learning is providing multiple means of representation. This means offering information in various formats—such as visual, auditory, or tactile—to accommodate different learning styles and abilities. By presenting the curriculum in diverse ways, teachers ensure that all students can access knowledge. This proactive approach reduces barriers and provides every student with the opportunity to succeed effectively.

99. (C) 1999
The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act was passed in

1999. This legislation focuses on providing support and protection to individuals with these specific developmental disabilities. It established the National Trust to ensure welfare and provide legal guardianship. The act emphasizes community-based support and the importance of family involvement in care and empowerment programs.

100. (A) Social Stories
Social stories are an effective intervention for individuals with Autism Spectrum Disorder to improve social understanding. These short stories use simple language and visual cues to explain specific social situations and appropriate responses. By providing clear information about what to expect, social stories help reduce anxiety and build competence. They can be used to prepare students for new experiences or challenging interactions in school and community.

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CHAPTER 03

Learning, Teaching and Assessment

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1. According to Jean Piaget's theory of cognitive development, when a child with a visual impairment uses their existing tactile-kinesthetic schemes to explore a novel three-dimensional geometric shape, but must modify these schemes because the shape has unexpected sharp indentations, the child is primarily demonstrating which cognitive process?
(A) Assimilation
(B) Accommodation
(C) Decentering
(D) Egocentrism

2. In the context of Lev Vygotsky's socio-cultural theory, when a special educator provides graded physical prompts to a child with developmental delay while teaching the skill of buttoning a shirt, and gradually fades these prompts as the child gains independence, the teacher is operating within which of the following?
(A) Schema modification and adjustment stage
(B) Self-regulation and internalization phase
(C) Sensory-motor stage of development
(D) Zone of Proximal Development

3. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Vygotsky's concept of scaffolding is highly effective for designing peer-tutoring systems for students with Specific Learning Disabilities (SLD) in inclusive classrooms.
Reason (R): Scaffolding involves temporary, adaptive support provided by a more knowledgeable peer or educator that allows the learner to perform tasks just beyond their independent capability.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. A child with severe developmental dysgraphia shows exceptional talent in three-dimensional clay sculpting, architectural block construction, and spatial orientation. According to Howard Gardner's Theory of Multiple Intelligences, this profile represents a high development in which intelligence?
(A) Bodily-kinesthetic intelligence
(B) Naturalistic intelligence
(C) Spatial intelligence
(D) Intrapersonal intelligence

5. Consider the following statements regarding the application of Sternberg's Triarchic Theory of Intelligence to learners with intellectual disabilities:
I. Analytical intelligence is assessed through tasks requiring the child to compare, contrast, and evaluate abstract concepts.
II. Creative intelligence is best demonstrated by the child's ability to cope with novel situations and automate information processing.
III. Practical intelligence involves adapting to, shaping, and selecting real-world environments relevant to the child's daily living.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

6. Down Syndrome is a genetic disorder typically characterized by an extra copy of chromosome 21 (Trisomy 21). Which of the following biological mechanisms is the most common cause of this chromosomal nondisjunction during gametogenesis?
(A) Robertsonian translocation of chromosome 21
(B) Mitotic mosaicism during early embryogenesis
(C) Autosomal recessive patterns of inheritance
(D) Meiotic nondisjunction during maternal meiosis

7. A child with Autism Spectrum Disorder (ASD) frequently repeats words or phrases immediately

after hearing them from an educator, without demonstrating functional understanding of the utterance. This communication characteristic is known as:
(A) Dysarthria
(B) Echolalia
(C) Neologism
(D) Apraxia

8. Aarav is an 8-year-old student diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) - Predominantly Hyperactive-Impulsive Presentation. During classroom group activities, he frequently interrupts classmates, cannot wait for his turn during structured games, and leaves his seat despite repeated instructions. He also demonstrates poor executive functioning, specifically in working memory and cognitive flexibility. Which of the following evidence-based behavioral interventions should the special educator implement first to target his impulsivity?
(A) Placing the student in a quiet, isolated study carrel throughout the entire school day
(B) Reducing the difficulty of his academic curriculum to a level three years below age expectations
(C) Implementing a visual schedule paired with a response-cost token economy system
(D) Scheduling weekly passive relaxation therapy sessions with the school guidance counselor

9. The term "metacognition", which is often underdeveloped in students with Specific Learning Disabilities, refers to which of the following cognitive activities?
(A) The passive and automatic acquisition of sensory information from the surrounding environment
(B) The subconscious storage and retrieval of factual information within long-term memory
(C) The physiological activation of specific neural pathways during motor skill execution
(D) The active monitoring and regulation of one's own internal cognitive processes

10. Consider the following conditions and their classification under the Rights of Persons with Disabilities (RPWD) Act, 2016:
I. Dyslexia
II. Dysgraphia
III. Dyscalculia
IV. Developmental Aphasia

Which of the above statement(s) is/are classified under the category of "Specific Learning Disabilities"?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

11. In the PASS Theory of Intelligence (Planning, Attention-Arousal, Simultaneous, and Successive processing) developed by Das, Naglieri, and Kirby, which cognitive system is responsible for helping a student with a learning disability formulate a strategy, monitor its effectiveness, and modify it when facing a complex academic task?
(A) Attention-Arousal System
(B) Planning System
(C) Simultaneous Processing System
(D) Successive Processing System

12. According to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), the severity levels (Mild, Moderate, Severe, Profound) of Intellectual Disability are determined based on which of the following parameters?
(A) Standardized intelligence quotient (IQ) scores obtained from clinical assessments
(B) Adaptive functioning in conceptual, social, and practical domains
(C) The specific chronological age at which major developmental milestones were delayed
(D) The documented presence of comorbid sensory, motor, or physical impairments

13. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Joint attention deficits in young children with Autism Spectrum Disorder (ASD) are strong predictors of subsequent language and communication delays.
Reason (R): Joint attention acts as a foundational social-cognitive milestone where the child and adult share a common focus on an object or event, facilitating vocabulary mapping.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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14. A regular teacher reports that a 5-year-old student with a congenital visual impairment frequently displays egocentric speech, talking aloud without caring whether anyone is listening. Applying Jean Piaget's cognitive development theory, the special educator should explain to the regular teacher that:
(A) This represents an abnormal sign of developmental regression that is unique to severe visual impairment
(B) The student requires an immediate clinical psychiatric referral to rule out childhood schizophrenia
(C) Egocentric speech is typical of the preoperational stage of cognitive development
(D) This vocal behavior is a direct consequence of sensory deprivation and lacks any real cognitive utility

15. Within Urie Bronfenbrenner's Bioecological Model of human development, the interactions and relationships established between a child's parents and their special education teacher represent which ecological system?
(A) Microsystem
(B) Exosystem
(C) Macrosystem
(D) Mesosystem

16. The neurobiological capacity of the brain to reorganize its neural pathways, form new synaptic connections, and compensate for injury or sensory deprivation in response to intensive learning or early intervention is known as:
(A) Myelination
(B) Synaptic Pruning
(C) Neuroplasticity
(D) Cortical Lateralization

17. Which of the following choices correctly distinguishes between a speech disorder and a language disorder in a child who has a hearing impairment?
(A) A speech disorder involves difficulty in understanding rules of grammar and syntax, while a language disorder involves physiological voice deficits.
(B) A speech disorder affects vocal sound production, while a language disorder affects understanding or using a rule-based communication system.
(C) A speech disorder is always organic and neurological, while a language disorder is strictly due to peripheral hearing organ damage.
(D) There is no significant diagnostic difference between the two; both terms are used interchangeably under current rehabilitation guidelines.

18. Consider the following statements regarding sensory behaviors observed in classroom settings:
I. Tactile defensiveness (e.g., reacting aggressively to accidental light touch) is a sensory challenge.
II. Sensory seeking (e.g., spinning objects, rocking body, or smelling materials) is a sensory challenge.
III. Hypo-reactivity to pain or temperature is a sensory challenge.
IV. Auditory hypersensitivity (e.g., covering ears during school bells) is a sensory challenge.
V. Vestibular dysfunction (e.g., poor balance and frequent falling from chairs) is a sensory challenge.
Which of the above statement(s) is/are patterns that may be exhibited by a child with sensory processing challenges associated with Autism Spectrum Disorder according to sensory integration theory?
(A) I, II, and IV only
(B) I, III, and V only
(C) II, IV, and V only
(D) I, II, III, IV, and V

19. According to Lev Vygotsky, "private speech" in young children, particularly those who exhibit developmental delays or self-regulation difficulties, serves which primary cognitive function?
(A) It serves as a tool for self-planning, problem-solving, and self-regulation.
(B) It represents a transient cognitive regression that is highly indicative of underlying language pathology.
(C) It is a purely social and communicative mechanism designed to seek attention from adult caregivers.
(D) It helps in releasing surplus physical and emotional energy without serving any structural cognitive purpose.

20. In the Cattell-Horn-Carroll (CHC) theory of cognitive abilities, which of the following definitions correctly describes the difference between Fluid Intelligence (Gf) and Crystallized Intelligence (Gc)?
(A) Gf represents core sensory-motor

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coordination, while Gc represents abstract logical-mathematical reasoning abilities.
(B) Gf is genetically fixed and cannot be assessed in clinical populations, while Gc is highly malleable and changes daily.
(C) Gf is the ability to solve novel problems, whereas Gc is knowledge acquired through education and culture.
(D) Gf is assessed using standardized verbal tests, whereas Gc is assessed strictly using non-verbal performance tests.

21. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Children with Moderate Intellectual Disabilities face significant challenges in transferring a learned skill from a training setting to a novel natural environment.
Reason (R): Deficits in generalization are linked to limitations in executive functioning, working memory, and cognitive flexibility, which are typical of intellectual disabilities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. A student is identified as "Twice-Exceptional" (2e) in an inclusive education system. Which of the following profiles matches this description?
(A) A student who presents with moderate intellectual disability alongside a comorbid diagnosis of bilateral profound hearing loss.
(B) A student who has been diagnosed with dual sensory impairment, specifically exhibiting concurrent deaf-blindness conditions.
(C) A student who has recently migrated from another state and speaks two languages while presenting with a mild speech impairment.
(D) A student exhibiting high cognitive ability or giftedness paired with a comorbid disability like ADHD or SLD.

23. In developmental dyslexia, a primary cognitive deficit lies in which of the following areas of phonological processing?
(A) Visuo-spatial sketching and internal replication of letters
(B) Phoneme-grapheme mapping and phonological awareness
(C) Semantic and conceptual comprehension of abstract nouns
(D) Fine motor planning of peripheral articulation organs

24. Identify the genetic syndrome characterized by the following cognitive and behavioral characteristics:
I. Highly friendly, empathetic, and social personality paired with extreme interest in music.
II. Severe spatial cognitive deficits despite relatively preserved verbal and vocabulary skills.
III. Distinctive elfin-like facial features and potential cardiovascular issues.
Which genetic syndrome matches this profile?
(A) Fragile X Syndrome
(B) Prader-Willi Syndrome
(C) Williams Syndrome
(D) Angelman Syndrome

25. When administering a cognitive assessment to a pre-lingual deaf child who communicates primarily through Indian Sign Language (ISL), which type of assessment battery should the psychologist select to evaluate intellectual capability accurately?
(A) A highly verbalized standardized intelligence test translated word-for-word into English text.
(B) An auditory-vocal memory recall assessment administered directly through an personal hearing aid.
(C) A developmental checklist designed specifically for assessing children with severe visual impairments.
(D) A non-verbal performance scale of intelligence like the Leiter Scale.

26. In behavior modification, a special educator uses systematic desensitization to help a child with selective mutism and severe school phobia. This therapeutic technique is theoretically grounded in which of the following learning frameworks?
(A) Ivan Pavlov's Classical Conditioning
(B) B.F. Skinner's Operant Conditioning
(C) Albert Bandura's Social Learning Theory
(D) Edward Thorndike's Connectionism

27. An autistic student, Rohan, refuses to complete his math worksheets. The special educator tells him, "Rohan, as soon as you complete five math problems, you can play with the sensory light-

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up toy for three minutes." This intervention is a direct application of:
(A) Negative Reinforcement
(B) The Premack Principle
(C) Overcorrection
(D) Stimulus Generalization

28. Sneha is a 7-year-old child with a developmental delay who frequently exhibits screaming and head-banging behavior during reading class. A Functional Behavior Assessment (FBA) reveals that this behavior consistently occurs when Sneha is presented with multi-syllable sight word flashcards, and that the behavior terminates immediately when the teacher removes the cards. Based on these findings, which of the following is the most appropriate function-based intervention for the special educator to implement?
(A) Providing immediate access to preferred light-up sensory toys when the screaming begins.
(B) Breaking the academic task into smaller, manageable steps paired with high praise for compliance.
(C) Ignoring the screaming completely and continuing to hold the flashcards in front of her.
(D) Introducing noise-canceling headphones to reduce environmental auditory input during the task.

29. A special educator wants to maintain a newly acquired reading skill in a child with ADHD so that the behavior is highly resistant to extinction. Which schedule of reinforcement should the educator transition the child to, once the skill is established?
(A) Variable Ratio Schedule (VR)
(B) Continuous Reinforcement Schedule (CRF)
(C) Fixed Interval Schedule (FI)
(D) Fixed Ratio Schedule (FR)

30. During a token economy system implementation, a child with intellectual disability earns tokens for remaining seated. When the child throws a tantrum, the teacher removes three earned tokens from the child's token board. This behavioral procedure is known as:
(A) Extinction
(B) Time-out from positive reinforcement
(C) Response Cost
(D) Physical Restraint

31. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): When implementing an extinction procedure for an attention-maintained behavior, the educator must expect a temporary, dramatic spike in the frequency, intensity, and variability of the target behavior.
Reason (R): This phenomenon, known as an extinction burst, occurs because the learner attempts to obtain the reinforcement that was previously delivered for that behavior.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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32. According to Albert Bandura's Social Learning Theory (Social Cognitive Theory), which of the following represents the correct sequential order of the four processes involved in observational learning?
(A) Retention → Attention → Reproduction → Motivation
(B) Attention → Reproduction → Retention → Motivation
(C) Attention → Retention → Reproduction → Motivation
(D) Motivation → Attention → Retention → Reproduction

33. In the Self-Determination Theory (SDT) developed by Deci and Ryan, which three psychological needs must be nurtured in adolescents with neurodevelopmental disorders to foster high intrinsic motivation and successful transition planning?
(A) Compliance, Security, and Independence
(B) Autonomy, Competence, and Relatedness
(C) Intelligence, Resilience, and Physical Strength
(D) Cognition, Perception, and Social Status

34. A student with Dyscalculia who has faced repeated academic failure in mathematics eventually stops attempting even basic math problems, stating, "No matter how hard I study, I will always fail. I am just bad at math." This psychological state is defined as:
(A) Sensory overload
(B) Cognitive dissonance
(C) Oppositional defiance

(D) Learned helplessness

35. Consider the following statements regarding environmental factors that are critical for fostering high intrinsic motivation in students with special needs in inclusive classrooms:
I. Providing opportunities for choice and self-regulation in academic tasks.
II. Ensuring tasks are of optimal challenge (neither too easy nor excessively frustrating).
III. Creating a supportive, emotionally safe classroom climate that values effort over performance.
IV. Exclusively relying on tangible rewards like candy and toys for every correct response.
Which of the above statement(s) is/are correct?
(A) I and IV only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

36. An adolescent with an intellectual disability has a strong external locus of control. Which of the following attributions is this student most likely to make for succeeding on a vocational training task?
(A) "I succeeded because I practiced hard and used the right strategies."
(B) "I succeeded because I have high natural ability for this work."
(C) "I succeeded because the task was easy and the teacher helped me."
(D) "I succeeded because I made a personal commitment to do well."

37. In Bernard Weiner's Attribution Theory, which of the following attributional patterns is most adaptive for a child with a learning disability when encountering academic failure?
(A) Attributing failure to internal, unstable, and controllable causes like effort.
(B) Attributing failure to internal, stable, and uncontrollable factors such as lack of intelligence.
(C) Attributing failure to external, stable, and uncontrollable factors such as a biased teacher.
(D) Attributing failure to external, unstable, and uncontrollable factors such as having bad luck.

38. Consider the following structural components for implementing an effective token economy system in a self-contained classroom for students with moderate intellectual disabilities:
I. Clearly define the target behaviors in observable and measurable terms.
II. Identify highly valued items or activities to serve as back-up reinforcers.
III. Establish a clear, consistent exchange rate for tokens to back-up reinforcers.
IV. Deliver tokens immediately following the occurrence of the target behavior.
V. Ensure the tokens are safe, durable, and cannot be easily counterfeited by students.
Which of the above statement(s) is/are correct?
(A) I, II, and IV only
(B) II, III, and V only
(C) I, III, IV, and V only
(D) I, II, III, IV, and V

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39. In a classroom, a teacher decides to use "differential reinforcement of alternative behavior" (DRA) to reduce a student's hand-flapping behavior. This means the teacher will:
(A) Ignore the hand-flapping behavior completely and consistently withhold all forms of reinforcement.
(B) Reinforce the student when they engage in an appropriate alternative behavior like puzzle play.
(C) Reinforce the student for keeping their hands flat on the desk, which is incompatible with hand-flapping.
(D) Verbally reprimand the student immediately and consistently every time hand-flapping occurs.

40. Consider the following statements regarding the primary functions served by challenging behaviors displayed by children with special needs, according to Functional Behavior Assessment (FBA) methodologies:
I. Social Attention (seeking attention from peers or adults)
II. Escape/Avoidance (escaping a difficult task or setting)
III. Tangible Access (obtaining a desired toy, food, or activity)
IV. Automatic/Sensory Reinforcement (internal sensory stimulation)
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

41. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Constructivist teaching approaches, which emphasize unstructured discovery learning, are immediately accessible to children with Moderate-to-Severe Intellectual Disabilities without modifications.
Reason (R): Children with intellectual disabilities typically experience deficits in working memory, executive functioning, and systematic information processing, requiring highly structured, explicit instruction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. In behavior modification, which of the following defines the "overcorrection" procedure known as "restitutional overcorrection"?
(A) Requiring the student to restore the environment to a state better than its original condition.
(B) Requiring the student to practice the correct alternative behavior repeatedly for a specified duration.
(C) Verbally demanding that the student formally apologize to every person in the school building.
(D) Isolating the student in a designated room until all environmental objects are returned to normal.

43. Which of the following procedures is defined as the reinforcing of individual responses in a sequence to form a complex behavioral chain, where each response serves as a discriminative stimulus for the next response?
(A) Shaping
(B) Chaining
(C) Fading
(D) Prompting

44. A special educator wants to teach a student with severe physical disabilities to use a new eye-gaze communication board. The educator rewards the student first for looking toward the board, then for looking at a specific quadrant, then for focusing on the desired picture icon. This technique of reinforcing successive approximations toward a target behavior is known as:
(A) Forward Chaining
(B) Shaping
(C) Backward Chaining
(D) Task Analysis

45. Consider the following statements regarding the cognitive-behavioral processes that must be present in the learner for observational learning to be successful in a classroom setting, according to Albert Bandura:
I. Attention to the model's behavior.
II. Cognitive retention of the modeled behavior.
III. Motor reproduction capabilities and motivation to perform.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

46. John Sweller's Cognitive Load Theory suggests that children with ADHD or learning disabilities have a limited working memory capacity. To minimize "extraneous cognitive load" when presenting new academic content, the special educator should:
(A) Present verbal and visual information in a fast-paced format to maintain student excitement.
(B) Rely on self-directed, open-ended projects where the student discovers the rules independently.
(C) Deliver clear, explicit instructions while removing redundant or distracting elements.
(D) Increase the amount of text on each slide to ensure the student has access to all info at once.

47. Which of the following best describes the difference between "positive reinforcement" and "negative reinforcement" in operant conditioning?
(A) Positive reinforcement increases the likelihood of a target behavior, whereas negative reinforcement decreases the likelihood of that behavior.
(B) Positive reinforcement is considered highly ethical, whereas negative reinforcement is an abusive, punitive measure strictly banned by RCI.
(C) Positive reinforcement relies primarily on primary reinforcers, while negative reinforcement relies exclusively on secondary reinforcers.

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(D) Positive reinforcement presents a pleasant stimulus, while negative reinforcement removes an aversive stimulus to increase a behavior.

48. Priya is a 6-year-old child with Down Syndrome who is learning the daily living skill of washing hands. The special educator, Mr. Amit, breaks down the task into seven steps using task analysis. During instruction, Mr. Amit physically guides Priya through the first six steps of the hand-washing chain (turning on tap, wetting hands, applying soap, rubbing hands, rinsing, turning off tap). For the final step (drying hands with a towel), he fades his physical prompt and allows Priya to perform it independently, immediately delivering high praise and a star sticker. Once Priya masters drying her hands, Mr. Amit will physically guide her through steps 1 to 5 and require her to perform step 6 and step 7. Which instructional method is Mr. Amit utilizing?
(A) Forward Chaining
(B) Total Task Presentation
(C) Backward Chaining
(D) Stimulus Shaping

49. Albert Bandura defines "self-efficacy" as an individual's belief in their capability to execute behaviors necessary to produce specific performance attainments. According to his theory, which of the following sources has the most powerful influence on a child's self-efficacy?
(A) Vicarious experiences through observing peers succeed in tasks
(B) Mastery experiences from personal successful performance of tasks
(C) Verbal persuasion and positive encouragement from school teachers
(D) Physiological and somatic states such as reduction of test anxiety

50. Robert Gagné's conditions of learning identify nine instructional events. For a special educator teaching a new cognitive concept to slow learners, which is the correct initial sequence of the first three events of instruction?
(A) Presenting the stimulus → Eliciting performance → Providing feedback
(B) Guiding learning → Assessing performance → Enhancing retention and transfer
(C) Informing learners of the objective → Presenting the stimulus → Eliciting performance
(D) Gaining attention → Informing of objective → Stimulating recall

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51. When teaching mathematics to a student with a profound visual impairment, the principle of "Concrete to Abstract" is best realized by utilizing which of the following sets of instructional materials?
(A) Taylor Frame, Abacus, and tactile 3D geometric models
(B) Standard printed textbooks and whiteboard drawings
(C) High-contrast digital PDF slides on a standard laptop screen
(D) Oral lectures accompanied by auditory recordings of algebraic equations

52. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Every child with a benchmark disability under the RPWD Act 2016 is entitled to an Individualized Education Programme (IEP) designed to address their unique educational needs.
Reason (R): The IEP is a legally mandated document under Indian education guidelines that specifies current performance, annual goals, accommodations, and progress-monitoring measures.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

53. In an Individualized Education Programme (IEP), the section that documents a child's current academic skills, daily living capabilities, sensory-motor functioning, and behavioral baseline is known as:
(A) The Present Levels of Academic Achievement and Functional Performance
(B) The statement of measurable annual goals and short-term instructional objectives
(C) The transition services plan designed for post-secondary education and independent living
(D) The schedule of specialized educational programs and related therapeutic support services

54. Universal Design for Learning (UDL) is an educational framework aimed at optimizing

teaching to meet the needs of all learners. What are the three core principles of UDL?
(A) Multiple means of Presentation, Multiple means of Assessment, Multiple means of Classroom Management
(B) Multiple means of Auditory Instruction, Multiple means of Tactile Interaction, Multiple means of Visual Stimulation
(C) Multiple means of Curricular modification, Multiple means of Extra time, Multiple means of Scribe support
(D) Multiple means of Representation, Multiple means of Action and Expression, Multiple means of Engagement

55. Consider the following descriptions of co-teaching arrangements utilized by regular and special education teachers in an inclusive classroom:
I. One Teach, One Observe: One teacher delivers instruction while the other systematically gathers behavioral data.
II. Parallel Teaching: Both teachers teach the exact same material simultaneously to two equal-sized halves of the class.
III. Station Teaching: Teachers divide the content and students into independent groups that rotate through learning centers.
IV. Alternative Teaching: One teacher works with a large group while the other takes a small group for intensive remediation or enrichment.
Which of the above statement(s) is/are correct?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, II, III, and IV

56. The instructional technique of breaking a complex behavioral chain or multi-step academic task down into its constituent, discrete, and teachable steps is defined as:
(A) Direct Instruction
(B) Curriculum-Based Assessment
(C) Task Analysis
(D) Response Cost

57. In prompting hierarchies used by special educators, which of the following represents a "Least-to-Most" prompting sequence?
(A) Full Physical Prompt → Partial Physical Prompt → Modeling → Verbal Prompt → Independent
(B) Full Physical Prompt → Modeling → Gestural Prompt → Verbal Prompt → Independent
(C) Gestural Prompt → Full Physical Prompt → Modeling → Verbal Prompt → Independent
(D) Verbal Prompt → Gestural Prompt → Modeling → Partial Physical Prompt → Full Physical Prompt

58. Consider the following statements regarding assistive technology devices and software and their classification:
I. Screen readers (e.g., NVDA, JAWS) are classified as high-tech assistive technologies.
II. FM hearing systems are classified as high-tech assistive technologies.
III. Dynamic display communication devices with speech-generating software are classified as high-tech assistive technologies.
IV. High-contrast large-print keyboards are classified as high-tech assistive technologies.
V. Sip-and-puff switch systems for students with severe quadriplegic cerebral palsy are classified as high-tech assistive technologies.
Which of the above statement(s) is/are correct?
(A) I, III, and V only
(B) II, IV, and V only
(C) I, II, III, and V only
(D) I, II, III, IV, and V

59. The Picture Exchange Communication System (PECS) is widely used for non-verbal children with Autism Spectrum Disorder. What is the primary focus of Phase I of the PECS protocol?
(A) Teaching the child to accurately discriminate between multiple pictures displayed on a communication board.
(B) Teaching the child to initiate communication by exchanging a picture icon for a desired item.
(C) Teaching the child to construct complete sentences using a structured physical sentence strip (e.g., "I want").
(D) Teaching the child to answer direct social questions posed by communication partners like "What do you see?".

60. For a student with bilateral profound sensorineural hearing loss, which educational methodology emphasizes the simultaneous use of sign language, finger-spelling, lip-reading, residual hearing, and written text to optimize language development?
(A) Auditory-Verbal Therapy (AVT)
(B) Total Communication
(C) Bilingual-Bicultural Approach (Bi-Bi)

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(D) Cued Speech

61. A special educator is teaching sight words to a child with an intellectual disability. The teacher presents a flashcard with the word "DOG" along with a picture of a dog. Over successive trials, the teacher gradually fades out the picture of the dog, leaving only the printed word "DOG". This behavioral teaching procedure is known as:
(A) Stimulus Fading
(B) Response Prompting
(C) Forward Chaining
(D) Shaping

62. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Multisensory reading approaches, such as the Orton-Gillingham methodology, are highly effective for children diagnosed with developmental dyslexia.
Reason (R): Multisensory instruction simultaneously engages visual, auditory, kinesthetic, and tactile pathways to reinforce grapheme-phoneme associations in working memory.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

63. The "Response to Intervention" (RTI) model is a multi-tier approach to the early identification and support of students with learning and behavior needs. Which of the following is true regarding Tier 3 of the RTI framework?
(A) It involves high-quality, research-based universal instruction delivered directly to the entire general education classroom.
(B) It involves small-group, targeted, moderately intensive academic interventions designed for students lagging behind.
(C) It is designed exclusively as an enrichment program for students who are identified as gifted and talented.
(D) It involves intensive, individualized instruction and potential formal special education evaluation.

64. When differentiating instruction in an inclusive classroom, modifying "Product" refers to which of the following teacher actions?
(A) Altering the physical layout of the classroom furniture, seating arrangements, or room lighting.
(B) Changing the instructional materials used to deliver content, such as using audiobooks instead of text.
(C) Providing alternative ways to demonstrate mastery, such as creating a poster instead of an essay.
(D) Simplifying the core learning objectives so they no longer align with standard grade-level expectations.

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65. What is the fundamental difference between an "Accommodation" and a "Modification" for a student with special needs?
(A) Accommodations change the content a student is expected to learn, whereas modifications change only the physical environment.
(B) Accommodations change how a student accesses information, while modifications alter the curriculum standards.
(C) Accommodations are reserved strictly for physical disabilities, whereas modifications are applied only to cognitive issues.
(D) There is no structural or practical difference between them; both terms are used interchangeably in educational law.

66. Mrs. Kavita is a regular 4th-grade teacher, and Mr. Rajesh is a TGT Special Educator. They are planning a co-teaching unit on environmental science for an inclusive class that includes three students with Specific Learning Disabilities (dyslexia) and one student with high-functioning Autism Spectrum Disorder. They decide to set up three physical learning zones in the classroom: Zone A, where Mrs. Kavita teaches the water cycle using interactive smartboard animations; Zone B, where Mr. Rajesh teaches water conservation using high-contrast tactile diagrams and key-vocabulary cards; and Zone C, where students work in peer-pairs on an independent hands-on water filtration experiment. The student groups rotate through all three zones over a 90-minute period. Which co-teaching model are they implementing in this scenario?
(A) Alternative Teaching
(B) One Teach, One Drift
(C) Parallel Teaching
(D) Station Teaching

67. The Direct Instruction (DI) model, pioneered by Siegfried Engelmann, is characterized by which of the following structural elements?
(A) Scripted, explicit instruction with choral responding and immediate error correction.
(B) Unstructured, self-guided exploration of novel academic materials by the students without educator guidance.
(C) Passive listening to long classroom lectures with minimal opportunity for direct student-teacher interaction.
(D) Purely observational learning where no structured instructional feedback or reinforcement is provided to students.

68. Peer-Mediated Intervention (PMI), such as Peer-Assisted Learning Strategies (PALS), is an evidence-based practice in inclusive education. What is a primary benefit of using PMI for students with mild-to-moderate intellectual disabilities?
(A) It serves as a replacement for formal teacher-led instruction across all academic subjects.
(B) It allows the general education class teacher to focus their attention on high-achieving students.
(C) It fosters social interactions, peer acceptance, and opportunities to respond in class.
(D) It guarantees that the disabled student will achieve the exact same academic test scores as their peers.

69. In behavioral teaching, "fading" refers to the gradual removal of:
(A) The instructional prompts used to elicit the behavior.
(B) The target student's newly acquired appropriate behaviors.
(C) The reinforcing consequences delivered for correct answers.
(D) The core grade-level curriculum standards and expectations.

70. Activity-Based Learning (ABL) adaptations for children with orthopedic impairments, such as bilateral spastic cerebral palsy, should primarily focus on which of the following?
(A) Maximizing rapid and complex locomotor movements across large physical classroom spaces.
(B) Eliminating all fine-motor and gross-motor tasks entirely from their daily academic curriculum.
(C) Requiring the child to work completely independently without any physical or peer assistance.
(D) Ergonomic positioning, using adapted utensils, and utilizing stabilized work surfaces.

71. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Cooperative learning strategies, such as the Jigsaw method, are highly effective in promoting both academic success and social inclusion in heterogeneous classrooms.
Reason (R): Jigsaw structures create positive interdependence, where each student is responsible for learning and teaching a unique segment of the material, making every child's contribution essential.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

72. In the context of inclusive education, the concept of the "Least Restrictive Environment" (LRE) dictates that:
(A) All children with disabilities must be educated in specialized residential schools to minimize academic and social stress.
(B) Regular schools should have no strict rules, structured schedules, or behavioral codes for children with special needs.
(C) Educating students with disabilities alongside peers in general classrooms as much as appropriate.
(D) Children with special needs should only be educated at home by their parents through home-based education models.

73. Which of the following team collaboration models involves team members from different disciplines (e.g., special educator, occupational therapist, speech therapist) working together to conduct evaluations, but planning and implementing a single, integrated intervention plan where a primary service provider is designated to deliver the intervention across domains?
(A) Multidisciplinary Model
(B) Interdisciplinary Model
(C) Unidisciplinary Model
(D) Transdisciplinary Model

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74. For an adolescent with a severe intellectual disability, transition planning in the IEP should prioritize which type of curriculum?
(A) A functional, life-skills curriculum focusing on vocational and independent living skills.
(B) A highly abstract, advanced college-preparatory academic curriculum with heavy emphasis on theory.
(C) A developmental curriculum centered exclusively on early childhood nursery rhymes and play activities.
(D) A rigid, rote-memorization-based textbook curriculum that strictly matches their chronological age.

75. Consider the following statements regarding the recommended strategies for providing multiple means of Action and Expression according to the Universal Design for Learning (UDL) guidelines:
I. Offering options for physical action (e.g., using switches, alternative keyboards, or speech-to-text).
II. Providing multiple media for communication (e.g., text, speech, drawing, design, music).
III. Utilizing scaffolds and models to support the development of executive functions (e.g., goal-setting, planning).
IV. Providing options for sensory perception (e.g., adjustable text size, tactile graphics).
Which of the above statement(s) is/are correct?
(A) I and II only
(B) III and IV only
(C) I, II, and III only
(D) I, II, III, and IV

76. Which type of assessment is conducted primarily to identify a student's specific strengths and weaknesses, determine eligibility for special education services, and diagnose the nature of a suspected disability?
(A) Screening Assessment
(B) Diagnostic Assessment
(C) Formative Assessment
(D) Summative Assessment

77. The Behavioral Assessment Scale for Indian Children with Mental Retardation (BASIC-MR) is divided into two parts. What does Part B of the BASIC-MR assess?
(A) Problem behaviors and maladaptive behaviors in children.
(B) Daily living skills and physical developmental milestones.
(C) Academic and pre-academic readiness skills and concepts.
(D) Sensory processing and motor integration levels in class.

78. Consider the following statements regarding diagnostic and screening instruments used for assessing autism-related characteristics or development:
I. Childhood Autism Rating Scale (CARS) is appropriate for assessing autism-related characteristics.
II. Autism Diagnostic Observation Schedule (ADOS) is appropriate for assessing autism-related characteristics.
III. Gilliam Autism Rating Scale (GARS) is appropriate for assessing autism-related characteristics.
IV. Vineland Adaptive Behavior Scales (VABS) is appropriate for assessing autism-related development.
V. Psychoeducational Profile - Third Edition (PEP-3) is appropriate for assessing autism-related development.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) I, III, and V only
(C) II, IV, and V only
(D) I, II, III, IV, and V

79. The Functional Assessment Checklist for Programming (FACP) is a widely used tool in India for planning educational programs for children with intellectual disabilities. What are the five developmental/functional domains assessed by the FACP?
(A) Sensory, Motor, Cognitive, Language, Socialization
(B) Gross Motor, Fine Motor, Receptive Language, Expressive Language, Cognition
(C) Reading, Writing, Arithmetic, Spelling, General Knowledge
(D) Personal, Social, Academic, Occupational, Recreational

80. The Madras Developmental Program System (MDPS) is a behavioral scale designed for children with intellectual disabilities. It consists of how many items, and what is its unique scoring system?
(A) 100 items; scored on a 5-point Likert scale (1 to 5)
(B) 180 items; scored as "Yes" (with high-frequency success) or "No" (with total failure)

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(C) 360 items; scored using "A" (Independent) or "B" (Assisted) to map behavioral profiles
(D) 500 items; scored as "Pass" or "Fail" based on standard developmental age norms

81. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Norm-Referenced Tests (NRTs) are highly suitable for selecting specific instructional objectives and daily teaching targets for an Individualized Education Programme (IEP) for a child with a severe learning disability.
Reason (R): Criterion-Referenced Tests (CRTs) compare a student's performance against a predetermined standard or mastery criterion rather than comparing them to a norm group of peers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

82. Which of the following features defines Curriculum-Based Measurement (CBM)?
(A) It is an informal, subjective rating scale designed to be completed by parents or caregivers once a year.
(B) It is a high-stakes standardized norm-referenced test designed to compare school performance nationally.
(C) It is a specialized clinical neurological test used by physicians to diagnose focal cerebral injury.
(D) It uses brief, frequent, direct measures from the classroom curriculum to track progress over time.

83. Under Section 2(r) of the Rights of Persons with Disabilities (RPWD) Act, 2016, a "person with benchmark disability" is defined as a person with not less than which percentage of a specified disability?
(A) 30%
(B) 40%
(C) 50%
(D) 60%

84. Which of the following is the primary statutory function of the Rehabilitation Council of India (RCI), established under the RCI Act of 1992?
(A) Funding and overseeing the physical construction of government primary school buildings across rural India.
(B) Designing and updating the national curriculum frameworks for general education schools across all states.
(C) Regulating special education training programs and maintaining the Central Rehabilitation Register.
(D) Distributing direct monetary pensions and social welfare benefits to low-income individuals with disabilities.

85. Snehal is a 5-year-old child referred to a child guidance clinic due to significant delays in motor milestones, expressive language, and social communication. The clinical psychologist and special educator decide to administer the Vineland Adaptive Behavior Scales (VABS) to obtain a diagnostic profile of her adaptive functioning. During the assessment, the professional interviews Snehal's mother, asking detailed questions about Snehal's daily habits, communication of needs, and motor control. What is the primary purpose of utilizing an adaptive behavior scale like VABS alongside an intelligence test for diagnosing Intellectual Disability?
(A) To evaluate practical daily living skills across environmental settings, which is a core criterion for identifying this condition.
(B) To calculate the child's exact physiological and developmental age based on bone density and skeletal structure.
(C) To determine if the child qualifies for a specialized physical or occupational therapy prescription in school.
(D) To completely bypass the legal requirement of obtaining written parental consent for special education placement.

86. Which section of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 (as amended in 2012) guarantees that a child with multiple disabilities or severe disabilities has the right to opt for home-based education?
(A) Section 12(1)(c)
(B) Section 21
(C) Section 29
(D) Section 3

87. The National Education Policy (NEP) 2020 proposes the establishment of "Special Education Zones" (SEZs) across India. What is the primary objective of these SEZs?

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(A) To build highly segregated boarding schools where children with disabilities are kept away from their local communities.
(B) To focus resources and specialized support in regions with high populations of disadvantaged groups and special needs.
(C) To establish specialized medical diagnostic laboratories in rural primary health centers across underdeveloped districts.
(D) To systematically train regular school principals in advanced clinical neurological assessment and diagnostic procedures.

88. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory, mandates that State Parties must ensure:
(A) A completely segregated special school system designed for all levels of physical and cognitive disabilities.
(B) Direct exemption of children with severe disabilities from attending any formal school or education programs.
(C) An inclusive education system at all levels directed to the full development of human potential.
(D) Mandatory vocational placement of adolescents with disabilities in state-run industrial factories at age 12.

89. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, what percentage of reservation in government jobs is mandated for persons with benchmark disabilities?
(A) 3%
(B) 4%
(C) 5%
(D) 6%

90. Consider the following statements regarding valid accommodations when designing accommodations for standard school-based examinations for students with visual impairments:
I. Providing test papers in embossed Braille format.
II. Providing large-print question papers (minimum font size 18pt) for low-vision students.
III. Allowing the use of a trained scribe who has a lower educational qualification than the candidate.
IV. Substituting visual-spatial questions (e.g., map reading, geometry drawing) with descriptive alternative questions.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

91. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Continuous and Comprehensive Evaluation (CCE) is highly beneficial for assessing children with special needs in inclusive classrooms.
Reason (R): CCE focuses exclusively on standardized, formal pen-and-paper summative examinations conducted at the end of the academic year, reducing the need for continuous classroom observation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

92. Which of the following is a primary advantage of utilizing Portfolio Assessment for tracking the progress of a student with a moderate intellectual disability?
(A) It yields a single, standardized numerical IQ score that can be compared to peers on a national level.
(B) It showcases a collection of work samples and progress reports to track development over time.
(C) It relies on standardized automated scoring systems that eliminate the need for teacher analysis.
(D) It serves as a purely clinical test that diagnoses the neurological cause of the intellectual disability.

93. An "Ecological Assessment" of a learner with special needs involves:
(A) Assessing ability to function across natural environments like home and school to plan interventions.
(B) Assessing the child's physiological adaptation and tolerance to seasonal changes in weather and temperature.
(C) Assessing the child's performance on standard academic tasks in a highly controlled clinical laboratory.

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(D) Administering a standardized, norm-referenced intelligence scale in a naturalistic outdoor park environment.

94. The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, specifically provides for which legal mechanism for adults with these four categories of disabilities?
(A) Provision of monthly financial pensions and subsidized housing benefits.
(B) Free medical surgeries and physical rehabilitation in private hospitals.
(C) Appointment of legal guardians and trust creation to protect their welfare.
(D) Direct reservation and political representation in legislative assembly seats.

95. Contrast the Biomedical Model of Disability with the Social Model of Disability. Which of the following statements represents the core philosophy of the Social Model of Disability?
(A) Disability is viewed as an individual medical deficit or pathology that must be cured, treated, or rehabilitated.
(B) Disability is viewed as a direct result of past karma or spiritual retribution and cannot be altered or resolved.
(C) Disability is strictly a genetic or biological variation that has no relation to environmental modifications.
(D) Disability is a social construct created by environmental, physical, and attitudinal barriers.

96. What is the clinical distinction between a Functional Vision Assessment (FVA) and a Clinical Vision Assessment?
(A) A clinical vision assessment is performed by a special educator, while an FVA is performed only by an ophthalmologist.
(B) A clinical vision assessment utilizes embossed tactile graphics, while an FVA relies exclusively on 3D physical models.
(C) A clinical assessment determines pathology, while an FVA evaluates how residual vision is used in daily tasks.
(D) There is no significant clinical difference between them; both are terms for tracking eye-gaze control in ADHD.

97. In a regular school implementing the Samagra Shiksha Abhiyan, what is the primary role of a "Resource Room"?
(A) To act as a segregated classroom where children with disabilities are permanently housed away from general education.
(B) To provide specialized, intensive instruction or therapy for a limited portion of the school day.
(C) To serve as a physical storage space for athletic sports equipment, academic textbooks, and teacher resource guides.
(D) To function as an auxiliary administrative office for the school principal and other guidance counseling staff.

98. When a regular education teacher and a special education teacher engage in "Collaborative Consultation", which of the following dynamics should characterize their professional interaction?
(A) The regular teacher dictates all instructional plans, while the special educator acts as a passive classroom assistant.
(B) The special educator takes complete responsibility for all students, while the regular teacher permanently leaves the room.
(C) The school principal dictates the exact classroom schedule, and both teachers operate without any direct communication.
(D) Both share responsibility and pool their distinct expertise to plan and evaluate instruction.

99. "Dynamic Assessment", based on Lev Vygotsky's socio-cultural theory, differs from traditional static assessment in that it:
(A) Uses a test-teach-retest format to assess learning potential within the Zone of Proximal Development.
(B) Restricts the child to solving complex problems independently without receiving any external cues or instructional prompts.
(C) Relies exclusively on standardized, multiple-choice computer-based exams with rigid time limits and no interaction.
(D) Avoids assessing any cognitive or language skills, focusing instead on measuring only gross-motor physical abilities.

100. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, the number of recognized disability categories was increased from 7 (under the PWD Act 1995) to 21. Which of the following conditions are newly added disability categories under the RPWD Act 2016?
(A) Blindness, Low Vision, and Leprosy Cured conditions

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(B) Hearing Impairment, Locomotor Disability, and Mental Illness
(C) Acid Attack Victims, Parkinson's Disease, and Blood Disorders
(D) Intellectual Disability, Cerebral Palsy, and Autism Spectrum

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ANSWERS

1. (B) Accommodation
Piagetian theory describes how individuals adjust cognitive structures to incorporate novel experiences. This specific process involves modifying existing mental schemes when new information contradicts current understanding. By altering tactile strategies to account for unexpected sharp indentations, the learner develops refined conceptual frameworks. This shift ensures cognitive equilibrium is maintained through the adaptation of internal representations to external sensory realities.

2. (D) Zone of Proximal Development
Vygotsky's framework identifies the gap between what a learner can achieve independently and what they can accomplish with expert guidance. Providing graded prompts facilitates skill acquisition within this developmental range. As the individual gains proficiency, support is systematically withdrawn to promote internalization. This collaborative approach ensures that instructional interventions target the specific level where learning is most effective.

3. (A) Both A and R are true and R is the correct explanation of A
Scaffolding represents a temporary support mechanism designed to bridge the gap between a student's current ability and targeted learning outcomes. In inclusive settings, more knowledgeable peers provide tailored assistance that gradually reduces as the learner develops independence. This adaptive process directly supports individuals with specific learning disabilities by making complex academic tasks accessible within their proximal reach.

4. (C) Spatial intelligence
Multiple intelligence theory highlights diverse cognitive strengths beyond traditional academic domains. High proficiency in three-dimensional sculpting and architectural construction demonstrates an advanced ability to visualize and manipulate physical forms and spatial relationships. This specific intelligence allows individuals to perceive the visual world accurately and recreate aspects of their environment through various creative or technical mediums.

5. (D) I, II, and III
Sternberg's triarchic model encompasses analytical, creative, and practical dimensions of intelligence. Analytical processes involve evaluation and comparison, while creative intelligence focuses on handling novelty and automating information flow. Practical intelligence emphasizes environmental adaptation and daily living tasks. All three components provide a comprehensive framework for assessing the diverse cognitive and functional capabilities of learners with intellectual disabilities.

6. (D) Meiotic nondisjunction during maternal meiosis
Down Syndrome most frequently results from an error in cell division known as nondisjunction. This biological event occurs when chromosome pairs fail to separate properly during the formation of gametes. Consequently, the resulting embryo inherits an additional copy of chromosome 21. This specific meiotic error, particularly during maternal egg production, is the primary cause of trisomy 21 worldwide.

7. (B) Echolalia
Communication patterns in autism spectrum disorder often include the repetition of phrases or words spoken by others. This behavior serves various functions, such as sensory stimulation or processing time, rather than immediate functional interaction. It is categorized as immediate or delayed depending on the timing of the repetition. Understanding this characteristic is essential for developing effective social-communication interventions.

8. (C) Implementing a visual schedule paired with a response-cost token economy system
Behavioral interventions for hyperactivity and impulsivity focus on providing clear structure and immediate feedback. Visual schedules offer predictability, while token economies provide tangible motivation for maintaining self-regulation. Response-cost procedures help reduce impulsive actions by associating them with the loss of earned rewards. This combined approach targets executive functioning deficits

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by externalizing expectations and providing consistent behavioral consequences.

9. (D) The active monitoring and regulation of one's own internal cognitive processes
Metacognition involves higher-order thinking skills that allow individuals to think about their own thought processes. It encompasses planning a task, monitoring comprehension, and evaluating progress toward a goal. For students with learning disabilities, developing these self-regulatory strategies is vital for academic success. Mastering these internal processes enables learners to adapt their study methods and improve overall cognitive efficiency.

10. (D) I, II, III, and IV
The Rights of Persons with Disabilities Act of 2016 provides a comprehensive classification for specific learning disabilities. This legal category includes disorders affecting the ability to listen, speak, read, write, or perform mathematical calculations. Conditions like dyslexia, dysgraphia, dyscalculia, and developmental aphasia are explicitly recognized. This inclusive definition ensures that students with diverse neurological processing challenges receive appropriate support.

11. (B) Planning System
The PASS theory describes intelligence through four essential cognitive processes related to brain function. The planning component is the executive system responsible for selecting strategies and monitoring performance. It allows learners to organize their thoughts, control impulses, and adjust their actions when facing difficult tasks. This system is crucial for academic problem-solving and effectively managing complex learning requirements in educational environments.

12. (B) Adaptive functioning in conceptual, social, and practical domains
Contemporary diagnostic criteria for intellectual disability emphasize functional capabilities rather than relying solely on cognitive test scores. Severity levels are determined by how well an individual manages daily life across various domains. These include conceptual skills like language and math, social skills involving interpersonal communication, and practical skills such as self-care. This holistic approach ensures interventions target specific needs.

13. (A) Both A and R are true and R is the correct explanation of A
Joint attention is a critical developmental milestone where two individuals share focus on the same object or event. This social-cognitive skill provides the necessary framework for learning language through social referencing and word-object mapping. Deficits in this area are common indicators of autism and directly contribute to later communication difficulties. Establishing shared attention is therefore a primary goal.

14. (C) Egocentric speech is typical of the preoperational stage of cognitive development
Piaget identified egocentric speech as a characteristic phase where children talk aloud without intending to communicate with others. This behavior is standard for children in the preoperational stage, typically between ages two and seven. It reflects the child's difficulty in taking another person's perspective. For a five-year-old, this vocalization is a normal developmental occurrence rather than a pathological sign.

15. (D) Mesosystem
Ecological systems theory explores how different environmental layers influence human development. The mesosystem specifically refers to the connections and interactions between various microsystems in a child's life. When parents and special education teachers collaborate, they are forming a link between the home and school environments. These interconnections significantly impact the child's learning experiences and overall developmental outcomes in inclusive settings.

16. (C) Neuroplasticity
The brain possesses a remarkable ability to change its physical structure and functional organization in response to experience. This biological flexibility allows for the formation of new neural connections and the modification of existing ones throughout life. Early intervention programs leverage this capacity to help children compensate for sensory or cognitive impairments. This ongoing reorganization is fundamental to learning, memory, and recovery.

17. (B) A speech disorder affects vocal sound production, while a language disorder

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affects understanding or using a rule-based communication system.
Clinical distinctions are made between the physical production of sounds and the conceptual use of language. Speech disorders involve difficulties with articulation, voice quality, or fluency. In contrast, language disorders relate to problems understanding or expressing meanings, grammar, and social rules. For children with hearing impairments, identifying whether the challenge is motor-based or linguistic is essential for effective therapeutic planning.

18. (D) I, II, III, IV, and V
Sensory processing challenges in autism involve varied responses to environmental stimuli across multiple systems. Individuals may exhibit hypersensitivity to touch and sound or demonstrate seeking behaviors like rocking. Hypo-reactivity to pain and vestibular dysfunction also represent common patterns of sensory integration difficulties. Addressing these diverse sensory needs through tailored environmental modifications is a core component of supporting students with autism in classroom settings.

19. (A) It serves as a tool for self-planning, problem-solving, and self-regulation.
Vygotsky viewed private speech as an essential developmental tool that children use to guide their own actions. This self-talk helps individuals organize thoughts, manage complex tasks, and control their behavior. While it begins as external vocalization, it eventually becomes internalized as silent inner speech. For children with developmental delays, encouraging this process supports the transition toward more advanced cognitive self-regulation.

20. (C) Gf is the ability to solve novel problems, whereas Gc is knowledge acquired through education and culture.
The CHC theory distinguishes between innate reasoning abilities and learned information. Fluid intelligence involves the capacity to solve unfamiliar problems and identify patterns without prior specific knowledge. Crystallized intelligence represents the depth and breadth of knowledge acquired through formal schooling and cultural experiences. This distinction is vital for understanding how different cognitive strengths and weaknesses manifest in students with learning disabilities.

21. (A) Both A and R are true and R is the correct explanation of A
Generalization involves applying a learned skill across different settings, people, or materials. Learners with intellectual disabilities often struggle with this transfer because of limitations in executive functions and cognitive flexibility. They may master a task in a structured classroom but fail to perform it in a natural environment. Instructional strategies must therefore include explicit training for generalization to ensure functional independence.

22. (D) A student exhibiting high cognitive ability or giftedness paired with a comorbid disability like ADHD or SLD.
The term twice-exceptional refers to students who demonstrate both high intellectual potential and one or more disabilities. These individuals often face unique challenges because their giftedness can mask their disability, or vice-versa. Identifying and supporting both aspects of their profile is essential for academic success. Inclusive education systems must provide enrichment for their talents while simultaneously offering remedial support for their specific learning needs.

23. (B) Phoneme-grapheme mapping and phonological awareness
Dyslexia is primarily characterized by difficulties with accurate and fluent word recognition. The core cognitive deficit lies in phonological processing, which involves the ability to manipulate the sounds of language. Challenges in mapping these sounds to their corresponding written symbols make decoding words extremely difficult. Effective interventions focus on strengthening these foundational phonemic skills to improve reading accuracy and overall literacy.

24. (C) Williams Syndrome
This genetic condition presents a unique cognitive profile characterized by strong verbal skills and high sociability alongside significant spatial processing deficits. Individuals often have a deep affinity for music and exhibit distinct facial features. Cardiovascular complications are also common medical markers. Recognizing these specific behavioral and physical traits allows educators to tailor support strategies that leverage verbal strengths while addressing significant spatial challenges.

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25. (D) A non-verbal performance scale of intelligence like the Leiter Scale.
Traditional intelligence tests often rely heavily on verbal communication, which can lead to inaccurate results for deaf children. Non-verbal performance scales assess cognitive abilities through visual-spatial tasks and logical reasoning without requiring spoken or written language. Utilizing these standardized tools ensures that the child's true intellectual potential is measured fairly. This approach minimizes linguistic bias and provides a more valid assessment profile.

26. (A) Ivan Pavlov's Classical Conditioning
Systematic desensitization is a behavior therapy technique used to treat phobias and anxiety disorders. It is based on the principles of classical conditioning, specifically the process of counter-conditioning. By gradually exposing an individual to a feared stimulus while they are in a relaxed state, the fear response is replaced with relaxation. This framework focuses on modifying reflexive emotional responses to environmental triggers.

27. (B) The Premack Principle
This behavioral concept suggests that a high-probability behavior can be used as a reinforcer for a low-probability behavior. By requiring a student to complete a less preferred activity before granting access to a highly preferred one, educators can increase compliance. In this scenario, math work is reinforced by the subsequent opportunity to use a sensory toy. This strategy effectively motivates students to engage in challenging academic tasks.

28. (B) Breaking the academic task into smaller, manageable steps paired with high praise for compliance.
Functional assessment identifies the reason behind challenging behaviors, such as escaping difficult tasks. When a child uses screaming to avoid complex word cards, the intervention should address the task difficulty. Simplifying the work into smaller steps reduces the urge to escape while reinforcing successful participation. This approach teaches the student to engage with academic content effectively rather than relying on maladaptive avoidance strategies.

29. (A) Variable Ratio Schedule (VR)
Reinforcement schedules determine how frequently a behavior is rewarded. While continuous reinforcement is best for learning new skills, intermittent schedules are superior for maintaining them. The variable ratio schedule, which provides rewards after an unpredictable number of responses, creates high and steady rates of behavior. This makes the newly acquired skill highly resistant to extinction, ensuring long-term retention even when rewards are infrequent.

30. (C) Response Cost
Response cost is a behavioral procedure involving the loss of a specific amount of reinforcement following an inappropriate behavior. It is a form of negative punishment often used within token economy systems. By removing tokens for non-compliance or tantrums, the educator provides a clear consequence that reduces the likelihood of future occurrences. This method effectively teaches students the relationship between their actions and the loss of privileges.

31. (A) Both A and R are true and R is the correct explanation of A
Extinction involves withholding reinforcement for a behavior that was previously rewarded. When this occurs, learners often increase the intensity of the behavior in a final attempt to gain the expected reward. This temporary surge, known as an extinction burst, is a predictable phase of behavior modification. Educators must remain consistent during this period to ensure the behavior eventually decreases and is successfully eliminated.

32. (C) Attention → Retention → Reproduction → Motivation
Social learning theory outlines four critical steps for learning through observation. First, the learner must focus on the model's behavior. Second, the information must be stored in memory. Third, the learner must have the physical capability to perform the action. Finally, there must be a reason or incentive to demonstrate the learned behavior. This sequence ensures that sensory input is transformed into functional performance.

33. (B) Autonomy, Competence, and Relatedness
Self-determination theory identifies three innate psychological needs essential for personal growth and intrinsic motivation. Autonomy involves feeling in control of one's actions, while competence refers to the sense of mastery over tasks. Relatedness is the need to feel connected

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and belonging within a social group. Supporting these needs in adolescents with disabilities fosters the self-confidence and independence required for successful transitions to adulthood.

34. (D) Learned helplessness
Repeated failure can lead individuals to believe that their efforts have no impact on outcomes. This psychological state causes a decline in motivation and a tendency to give up even when success is possible. For students with learning disabilities, constant academic struggle often fosters this sense of powerlessness. Breaking this cycle requires providing tasks that ensure success and teaching students to attribute outcomes to their own efforts.

35. (C) I, II, and III only
Intrinsic motivation is nurtured in environments that offer choice, optimal challenge, and emotional safety. Providing students with special needs the opportunity to self-regulate and selecting tasks that match their skill levels encourages genuine engagement. Valuing effort over mere performance builds resilience and self-worth. Conversely, an exclusive reliance on external tangible rewards can actually undermine intrinsic interest and long-term academic motivation in the classroom.

36. (C) "I succeeded because the task was easy and the teacher helped me."
Locus of control refers to whether individuals believe outcomes are determined by their own actions or external forces. A student with an external locus of control attributes success to factors outside themselves, such as luck, task difficulty, or help from others. This perspective can hinder the development of self-efficacy, as the learner does not take personal credit for their achievements. Shifting toward an internal locus is critical.

37. (A) Attributing failure to internal, unstable, and controllable causes like effort.
Attribution theory examines how individuals explain their successes and failures. Attributing failure to effort is adaptive because effort is something the student can change in the future. In contrast, blaming lack of ability suggests that failure is permanent and unavoidable. Encouraging students with learning disabilities to focus on controllable factors like strategy use and persistence helps maintain motivation and fosters a growth-oriented mindset.

38. (D) I, II, III, IV, and V
Effective token economies require precise planning and consistent implementation. Teachers must define target behaviors clearly and identify meaningful rewards that students can "purchase" with earned tokens. Establishing a fair exchange rate and delivering tokens immediately after the desired behavior ensures the connection is learned. Using durable, secure tokens prevents misuse and maintains the system's integrity, creating a structured environment that promotes positive behavioral change.

39. (B) Reinforce the student when they engage in an appropriate alternative behavior like puzzle play.
Differential reinforcement of alternative behavior focuses on increasing positive actions while decreasing challenging ones. Instead of punishing an unwanted behavior, the teacher rewards a specific, functional replacement behavior that serves a similar purpose. This approach ensures the student learns what to do instead of just what not to do. Over time, the reinforced alternative behavior becomes more frequent, effectively displacing the original challenging action.

40. (D) I, II, III, and IV
Challenging behaviors in children with special needs generally serve one of four primary purposes. They may be used to gain attention, escape a difficult situation, or obtain a specific desired item. Additionally, some behaviors provide internal sensory stimulation and are considered automatically reinforcing. Identifying these functions through systematic assessment allows educators to develop targeted interventions that address the underlying need while teaching more appropriate communication skills.

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41. (D) A is false but R is true
While constructivism emphasizes active learning, students with significant intellectual disabilities often lack the cognitive resources for unstructured discovery. Their deficits in working memory and executive functioning make it difficult to organize information independently. Consequently, they require explicit, systematic instruction that provides clear structure and frequent feedback. The assertion that discovery learning is immediately accessible without

modification is incorrect, as these students need substantial instructional scaffolding.

42. (A) Requiring the student to restore the environment to a state better than its original condition.
Restitutional overcorrection is a behavioral consequence where a student must repair the damage caused by their behavior and then improve the environment further. For example, if a student spills water, they might be required to clean the entire floor. This procedure aims to reduce the problem behavior by making its consequence more effortful than the behavior itself. It also teaches responsibility and environmental care.

43. (B) Chaining
Chaining is a behavioral technique used to teach complex tasks by breaking them down into smaller, sequential steps. Each completed step acts as a signal to start the next one, creating a linked series of actions. This method is particularly effective for teaching daily living skills to individuals with intellectual disabilities. By reinforcing each link in the sequence, the learner eventually performs the entire multi-step task independently and fluently.

44. (B) Shaping
Shaping involves reinforcing successive approximations toward a final desired behavior. It is used when the target behavior does not yet exist in the student's repertoire. By rewarding small, incremental improvements that get closer to the goal, the educator gradually builds a complex skill. This technique is especially useful for students with severe disabilities, as it allows for the systematic development of new communicative or motor actions.

45. (D) I, II, and III
According to Bandura, several cognitive and physical factors must align for observational learning to occur. The learner must focus on the model, remember the observed actions, and possess the motor skills to imitate them. Furthermore, there must be a motivation or incentive to perform the task. All these processes work together to ensure that students can effectively learn new skills by watching others in an inclusive classroom setting.

46. (C) Deliver clear, explicit instructions while removing redundant or distracting elements.
Cognitive load theory emphasizes the limited capacity of working memory for processing new information. Extraneous load refers to unnecessary mental effort caused by poorly designed instructional materials. To support students with ADHD or learning disabilities, educators should simplify presentations and eliminate distractions. Providing concise, direct guidance allows learners to focus their mental resources on the core content, facilitating better understanding and long-term retention of academic concepts.

47. (D) Positive reinforcement presents a pleasant stimulus, while negative reinforcement removes an aversive stimulus to increase a behavior.
Both positive and negative reinforcement aim to increase the frequency of a target behavior. The difference lies in whether something is added or taken away. Positive reinforcement provides a reward after the behavior, while negative reinforcement involves escaping or avoiding something unpleasant. Both are fundamental tools in operant conditioning for teaching and maintaining appropriate skills in students with diverse learning needs and behavioral challenges.

48. (C) Backward Chaining
This instructional strategy involves teaching a complex task starting from the final step and working toward the beginning. The teacher performs most of the sequence, allowing the student to complete only the last part to experience immediate success. As the student masters each subsequent step, the teacher fades support for the preceding ones. This method is highly motivating for learners with intellectual disabilities as it ensures every trial ends with reinforcement.

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49. (B) Mastery experiences from personal successful performance of tasks
Self-efficacy is an individual's confidence in their ability to succeed in specific situations. Bandura identifies mastery experiences—actually performing a task successfully—as the most influential source of this belief. When a student with a disability achieves a goal, it provides tangible evidence of their capability. This success builds a resilient sense of efficacy that encourages them to take on future challenges with greater persistence and confidence in their own abilities.

50. (D) Gaining attention → Informing of objective → Stimulating recall
Gagné's nine events of instruction provide a systematic framework for effective lesson delivery. The initial stage focuses on preparing the learner for the task. This begins with capturing their attention, followed by clearly stating what they will learn. Finally, the teacher helps the student remember related prior knowledge. This foundational sequence ensures that slow learners are cognitively primed and ready to process new information in a structured educational environment.

51. (A) Taylor Frame, Abacus, and tactile 3D geometric models
For students with profound visual impairments, mathematical concepts must be taught using specialized tactile materials. Devices like the Taylor Frame and Abacus allow for the physical manipulation of numbers and operations. 3D models provide a concrete way to understand geometric shapes and spatial properties. These hands-on resources translate abstract mathematical ideas into tangible forms, enabling students to build a solid conceptual foundation through their primary sensory channels.

52. (A) Both A and R are true and R is the correct explanation of A
The IEP is a cornerstone of special education, serving as a personalized roadmap for a child's academic and functional development. Under Indian guidelines, it is a mandatory document that ensures every student with a benchmark disability receives tailored support. By specifying clear goals, necessary accommodations, and monitoring strategies, the IEP holds educational institutions accountable for providing a free and appropriate education that meets the unique needs of the individual.

53. (A) The Present Levels of Academic Achievement and Functional Performance
This section of the IEP provides a comprehensive baseline of the child's current abilities and needs. It describes exactly what the student can and cannot do in academic, social, and physical domains. This detailed information is essential for setting realistic annual goals and determining the specific support services required. It serves as the starting point for measuring all subsequent progress and ensures that the educational plan is grounded in current reality.

54. (D) Multiple means of Representation, Multiple means of Action and Expression, Multiple means of Engagement
UDL is a framework designed to make learning accessible to all students by providing flexibility in how information is presented, how students respond, and how they are motivated. Representation focuses on offering different ways to perceive content. Action and Expression provide various methods for students to show what they know. Engagement offers diverse ways to recruit interest and maintain effort. This approach proactively removes barriers to learning in inclusive classrooms.

55. (D) I, II, III, and IV
Co-teaching involves two professionals sharing instructional responsibility for a diverse group of students. Various models exist, such as station teaching for rotation-based learning and parallel teaching for smaller group sizes. Alternative teaching allows for intensive remediation, while "one teach, one observe" facilitates systematic data collection. Utilizing these different arrangements allows teachers to leverage their strengths and meet the varied academic and behavioral needs of all learners within a single inclusive environment.

56. (C) Task Analysis
Task analysis is the process of breaking down a complex skill or behavior into its smallest, teachable components. This systematic approach allows educators to teach one small step at a time, ensuring the learner achieves mastery at each stage. It is a fundamental tool for instructing students with significant disabilities in daily living and vocational skills. By simplifying instruction, it makes seemingly overwhelming tasks manageable and increases the likelihood of student success.

57. (D) Verbal Prompt → Gestural Prompt → Modeling → Partial Physical Prompt → Full Physical Prompt
Least-to-most prompting is a strategy designed to give the student the opportunity to perform a task with the minimum amount of assistance needed. It starts with the least intrusive prompt, such as a verbal hint, and moves toward more intrusive supports like physical guidance only if the student is unsuccessful. This hierarchy encourages independence and reduces prompt

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dependency, ensuring that the student eventually masters the skill without external assistance.

58. (C) I, II, III, and V only
Assistive technology ranges from low-tech tools to sophisticated high-tech systems. High-tech devices typically involve electronic components, specialized software, or advanced computer technology. Examples include screen readers for the blind, FM systems for hearing assistance, and speech-generating communication devices. While high-contrast keyboards are useful, they are generally considered mid-tech or low-tech. Understanding these classifications helps educators select the most appropriate technological supports to enhance student participation and independence.

59. (B) Teaching the child to initiate communication by exchanging a picture icon for a desired item.
PECS is a structured communication system that uses pictures instead of speech. The first phase focuses on the fundamental concept of exchange. The child learns to pick up a picture of a desired object and place it in the hand of a communication partner to receive that item. This crucial step teaches the child that communication is a social act and that they can influence their environment through their own initiative.

60. (B) Total Communication
Total communication is an educational philosophy that advocates for using any and all means to foster language development in deaf children. This includes a combination of formal signs, finger-spelling, natural gestures, speech-reading, and residual hearing enhanced by technology. By providing multiple linguistic inputs, it aims to create a flexible and supportive communication environment that adapts to the individual needs and strengths of each student, ensuring they have access to information.

61. (A) Stimulus Fading
Stimulus fading is a technique where an added prompt is gradually removed as the learner becomes proficient. In this case, the picture of the dog serves as a temporary cue to help the child recognize the written word. By slowly reducing the visibility of the picture, the teacher shifts the child's attention to the printed text. This systematic process ensures that the student eventually responds to the natural instructional stimulus independently and accurately.

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62. (A) Both A and R are true and R is the correct explanation of A
Multisensory instruction is a core component of effective reading programs for students with dyslexia. By engaging visual, auditory, and tactile-kinesthetic pathways simultaneously, these methods create multiple neural links for each concept. This redundant coding helps students remember the relationship between letters and sounds more effectively. This structured approach bypasses traditional learning weaknesses and leverages stronger sensory channels to build foundational literacy skills and improve overall reading and spelling accuracy.

63. (D) It involves intensive, individualized instruction and potential formal special education evaluation.
RTI is a multi-tiered framework designed to provide increasingly intensive support to struggling students. Tier 3 represents the most intensive level of intervention, often delivered individually or in very small groups. Students who do not respond to Tier 1 and Tier 2 supports are moved to this tier for specialized instruction. This stage often coincides with a formal evaluation to determine if the student qualifies for special education services under legal guidelines.

64. (C) Providing alternative ways to demonstrate mastery, such as creating a poster instead of an essay.
Differentiating the product involves modifying how students show what they have learned. Instead of requiring a single type of assessment, teachers offer various options that cater to different strengths and interests. A student might choose to make a video, write a song, or build a model to demonstrate their understanding of a topic. This approach allows all learners, including those with disabilities, to showcase their knowledge in ways that are accessible.

65. (B) Accommodations change how a student accesses information, while modifications alter the curriculum standards.
Accommodations are supports that help students overcome barriers without changing what they are learning, such as providing extra time or a quiet setting. Modifications, however, involve significant changes to the educational goals or the difficulty of the material itself. For example,

a student might be assigned a simpler reading level or fewer problems. Understanding this distinction is vital for ensuring that students receive appropriate support while maintaining high expectations for their progress.

66. (D) Station Teaching
In this co-teaching model, the classroom is divided into different learning areas where students rotate to engage with various aspects of a lesson. Each teacher manages a specific station, and there is often an independent work station as well. This approach allows for smaller group instruction and the use of diverse teaching methods within a single class period. It is particularly effective for managing heterogeneous groups by providing targeted, differentiated instruction for all students.

67. (A) Scripted, explicit instruction with choral responding and immediate error correction.
Direct Instruction is a highly structured, teacher-led approach that focuses on clear, scripted lessons and fast-paced interaction. It emphasizes small learning steps, frequent student responses, and immediate feedback to ensure mastery. This model is evidence-based and particularly effective for teaching foundational skills to students with learning difficulties. By eliminating ambiguity and providing consistent reinforcement, it maximizes instructional time and helps students achieve specific, measurable academic objectives in a predictable learning environment.

68. (C) It fosters social interactions, peer acceptance, and opportunities to respond in class.
Peer-mediated interventions use classmates as instructional agents to support the learning and social goals of students with disabilities. This approach not only provides academic assistance but also encourages natural social connections and belonging. Students with intellectual disabilities benefit from increased opportunities to practice skills in a supportive, less formal environment. Furthermore, these interactions help reduce social isolation and promote a culture of acceptance and mutual respect within the inclusive classroom.

69. (A) The instructional prompts used to elicit the behavior.
Fading is a behavioral procedure used to transfer control from a temporary prompt to a natural stimulus. Once a student starts to perform a behavior with help, the educator systematically reduces the amount or intensity of that help. For example, a physical guide might be replaced by a gesture, and eventually by no prompt at all. This gradual withdrawal ensures the student becomes truly independent and can perform the task in response to natural environment cues.

70. (D) Ergonomic positioning, using adapted utensils, and utilizing stabilized work surfaces.
For children with orthopedic impairments, instructional adaptations must prioritize physical access and comfort. Proper seating and positioning are essential for maintaining focus and preventing fatigue. Providing tools like weighted pens, non-slip mats, or specialized keyboards helps students overcome motor challenges. These environmental and material modifications ensure that the student can participate in classroom activities alongside their peers, focusing on the cognitive demands of the task rather than their physical limitations.

71. (A) Both A and R are true and R is the correct explanation of A
Cooperative learning strategies like the Jigsaw method promote inclusion by making every student an "expert" on a specific topic. This creates a sense of accountability and ensures that all students, regardless of ability, contribute meaningfully to the group's success. By working together toward a common goal, students develop both academic knowledge and essential social skills. This interdependence fosters a supportive classroom community where diversity is valued and every learner's input is recognized as essential.

72. (C) Educating students with disabilities alongside peers in general classrooms as much as appropriate.
The least restrictive environment is a legal principle ensuring that students with disabilities are educated with their non-disabled peers to the greatest extent possible. Specialized settings or removal from the general classroom should only occur when the nature or severity of the disability prevents successful learning even with supplementary aids. This concept promotes social integration and provides students with access to the same curriculum and social opportunities as their peers in a typical school setting.

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73. (D) Transdisciplinary Model
This collaborative model involves team members sharing information and skills across professional boundaries. While multiple specialists contribute to the assessment and planning, a single primary provider is responsible for delivering the integrated intervention. This approach ensures a holistic and consistent program for the child, reducing the confusion that can arise from multiple, disconnected therapies. It requires high levels of trust and communication among the professionals involved in the child's care and education.

74. (A) A functional, life-skills curriculum focusing on vocational and independent living skills.
As students with severe intellectual disabilities approach adulthood, educational priorities shift toward preparing them for independent living. A functional curriculum focuses on practical skills like personal hygiene, community navigation, money management, and job training. These skills are essential for the student to achieve the highest possible level of autonomy. Transition planning ensures that the student's education is directly relevant to their future needs, facilitating a smoother move from school to community-based life.

75. (C) I, II, and III only
The UDL principle of Action and Expression emphasizes providing diverse ways for students to show what they know. This includes offering options for physical response, varied media for communication, and support for executive functions like goal-setting and organization. While providing options for sensory perception is a critical part of UDL, it actually falls under the principle of Representation rather than Action and Expression. Together, these strategies ensure that all students can effectively navigate and participate in learning.

76. (B) Diagnostic Assessment
Diagnostic assessments are thorough evaluations used to identify the specific nature of a student's learning challenges. They provide detailed information about strengths and weaknesses across various domains, such as cognitive, social, and physical functioning. This data is essential for determining eligibility for special education services and for developing tailored instructional plans. Unlike screenings, which are quick checks, diagnostic assessments offer a deep understanding of the individual's profile to guide effective intervention strategies.

77. (A) Problem behaviors and maladaptive behaviors in children.
The BASIC-MR is an assessment tool designed specifically for the Indian context to evaluate children with intellectual disabilities. While Part A focuses on developmental and adaptive skills, Part B is dedicated to identifying and measuring challenging behaviors. This includes actions that may interfere with learning or social integration. Assessing these maladaptive patterns is crucial for developing behavioral intervention plans that help students develop more appropriate ways of interacting with their environment and others.

78. (D) I, II, III, IV, and V
Assessing autism and related development requires a variety of specialized tools. Rating scales like CARS and GARS provide a systematic way to observe and categorize autistic traits. The ADOS is considered a "gold standard" for direct clinical observation. Furthermore, tools like VABS and PEP-3 assess how the child is developing in practical and educational terms. Using a combination of these instruments ensures a comprehensive diagnostic profile that informs both clinical identification and educational programming.

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79. (D) Personal, Social, Academic, Occupational, Recreational
The FACP is a functional assessment tool used in India to plan educational goals for students with intellectual disabilities. It evaluates performance across five key domains of daily life. Personal skills involve self-care, while social skills focus on interpersonal interactions. Academic skills cover foundational literacy and numeracy. Occupational skills prepare for future work, and recreational skills ensure the individual can engage in leisure activities. This comprehensive framework ensures that the student's education is practical and life-oriented.

80. (C) 360 items; scored using "A" (Independent) or "B" (Assisted) to map behavioral profiles
The Madras Developmental Program System is a widely used behavioral scale in India for children with intellectual disabilities. It consists of 360 items divided into various developmental domains. The unique scoring system identifies whether a child can perform a task independently

or requires assistance. This binary approach allows educators to create a clear profile of the student's current abilities and helps in selecting appropriate instructional targets for their individualized education program.

81. (D) A is false but R is true
Norm-referenced tests compare a student's performance to a larger group, making them useful for eligibility decisions but less effective for daily lesson planning. In contrast, criterion-referenced tests measure a student's mastery of specific skills or standards. This makes CRTs highly suitable for setting IEP objectives, as they pinpoint exactly what a student can and cannot do relative to the curriculum. Therefore, the assertion is incorrect, while the reason accurately describes the nature of criterion-referenced assessment.

82. (D) It uses brief, frequent, direct measures from the classroom curriculum to track progress over time.
Curriculum-based measurement is a standardized method for monitoring student progress in core academic areas like reading and math. It involves regular, short assessments using materials directly from the school's curriculum. Because it is sensitive to small changes in performance, it allows teachers to see if their instruction is effective. CBM provides objective data that helps in making timely decisions about instructional modifications, ensuring that students stay on track toward their academic goals.

83. (B) 40%
The Rights of Persons with Disabilities Act of 2016 introduced the concept of "benchmark disability" to define eligibility for specific legal benefits and reservations. An individual must be certified as having at least 40% of any of the recognized disability categories to qualify. This quantitative threshold ensures that support and resources are targeted toward those with significant impairments. Obtaining a disability certificate from a recognized medical authority is the standard process for verifying this percentage.

84. (C) Regulating special education training programs and maintaining the Central Rehabilitation Register.
The Rehabilitation Council of India is the statutory body responsible for standardizing and regulating the training of professionals in the field of disability rehabilitation. It ensures that special educators and other rehabilitation experts meet high quality standards through approved courses. RCI also maintains a central register of all qualified professionals, ensuring that only authorized individuals provide services. This regulatory role is vital for maintaining the integrity and quality of special education and rehabilitation services nationwide.

85. (A) To evaluate practical daily living skills across environmental settings, which is a core criterion for identifying this condition.
Diagnosing intellectual disability requires evidence of deficits in both intellectual and adaptive functioning. While IQ tests measure cognitive potential, adaptive scales like the VABS assess how well a child manages everyday tasks in the real world. This includes communication, self-care, and social interactions. Evaluating these practical skills is essential because a person may have a low IQ but still function relatively well in their environment, or vice-versa. This dual assessment ensures an accurate diagnosis.

86. (D) Section 3
The Right to Education Act guarantees free and compulsory education to all children aged 6 to 14. An amendment in 2012 specifically addressed the needs of children with multiple or severe disabilities. Section 3 of the Act was modified to state that these children have the right to choose home-based education if they cannot attend a regular school. This provision ensures that even the most significantly challenged learners have access to educational opportunities tailored to their specific circumstances.

87. (B) To focus resources and specialized support in regions with high populations of disadvantaged groups and special needs.
The National Education Policy 2020 aims to address educational inequality through the creation of special education zones. These targeted areas will receive additional funding, infrastructure, and trained personnel to support students from socially and economically disadvantaged backgrounds, including those with disabilities. By concentrating specialized resources where they are most needed, the policy seeks to bridge the gap in educational outcomes and ensure that every child, regardless of their location or ability, has access to quality inclusive education.

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88. (C) An inclusive education system at all levels directed to the full development of human potential.
The UNCRPD is an international treaty that outlines the rights of individuals with disabilities. Article 24 specifically focuses on the right to education, mandating that governments provide inclusive systems that foster the development of personality, talents, and creativity. It emphasizes the need for reasonable accommodations and support services within the general education system. By signing this convention, India committed to transforming its educational landscape to ensure that students with disabilities are fully included and supported.

89. (B) 4%
To promote economic independence and social inclusion, the Rights of Persons with Disabilities Act 2016 increased the job reservation for individuals with benchmark disabilities. In government establishments, 4% of total vacancies are now reserved for this group. This quota is divided among various categories of disability, including visual, hearing, and locomotor impairments, as well as autism and intellectual disabilities. This legal mandate aims to provide equitable employment opportunities and reduce the significant barriers these individuals often face in the workforce.

90. (D) I, II, III, and IV
Testing accommodations are essential for ensuring that examinations accurately measure a student's knowledge rather than the impact of their disability. For students with visual impairments, this includes providing Braille or large-print papers and the use of a scribe. Additionally, complex visual-spatial questions should be replaced with descriptive alternatives that do not rely on sight. These modifications ensure that the assessment process is fair and accessible, allowing students to demonstrate their academic achievement on an equal basis with their peers.

91. (C) A is true but R is false
Continuous and Comprehensive Evaluation is designed to move away from high-stakes, one-time exams toward a more holistic assessment of student progress. For children with special needs, this approach is beneficial as it allows for ongoing monitoring and the use of diverse assessment methods. The reason provided is false because CCE specifically discourages an exclusive focus on summative paper-and-pencil tests. Instead, it emphasizes a variety of tools like observation, projects, and portfolios to capture a student's true development throughout the year.

92. (B) It showcases a collection of work samples and progress reports to track development over time.
Portfolio assessment is a qualitative method that involves collecting samples of a student's work over an extended period. For learners with intellectual disabilities, this provides a much richer picture of progress than a single test score ever could. It can include drawings, photographs, writing samples, and teacher notes that document the mastery of specific skills. This developmental record helps educators and parents see growth and adjust instructional goals to meet the student's evolving needs and strengths.

93. (A) Assessing ability to function across natural environments like home and school to plan interventions.
Ecological assessment focuses on how a student performs in the actual settings where they live and learn. Unlike clinical tests in controlled rooms, this method looks at the interaction between the individual and their environment. It identifies the specific skills required for success in various life domains, such as the classroom, the playground, or a local shop. This information is vital for creating highly relevant and functional educational goals that promote real-world independence and social participation.

94. (C) Appointment of legal guardians and trust creation to protect their welfare.
The National Trust Act was established to safeguard the interests of people with four specific conditions: autism, cerebral palsy, intellectual disability, and multiple disabilities. A unique feature of this law is the provision for legal guardianship, which ensures that someone is authorized to make decisions for an adult with these disabilities when their parents are no longer able to do so. This legal protection is essential for ensuring long-term care and financial security for individuals who may require ongoing support.

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95. (D) Disability is a social construct created by environmental, physical, and attitudinal barriers. The social model of disability shifts the focus from an individual's medical condition to the barriers within society. It argues that people are "disabled" by inaccessible buildings, biased attitudes, and restrictive policies rather than by their physical or cognitive differences. By removing these external obstacles through inclusive design and social change, society can ensure full participation for everyone. This philosophy underpins contemporary disability rights and advocates for systemic changes to create a truly inclusive and equitable environment for all individuals.

96. (C) A clinical assessment determines pathology, while an FVA evaluates how residual vision is used in daily tasks.
A clinical vision assessment, performed by medical professionals, focuses on the physical health and biological functioning of the eye. In contrast, a functional vision assessment is typically conducted by a special educator to see how the student actually uses their vision in real-life situations. This includes how they read, move around, and interact with objects. The FVA provides the practical information needed to determine appropriate classroom accommodations and instructional strategies that leverage the student's remaining vision effectively.

97. (B) To provide specialized, intensive instruction or therapy for a limited portion of the school day.
Within an inclusive school, the resource room serves as a supportive space where students with disabilities can receive targeted help. Rather than being there all day, students visit the resource room for specific periods to work on skills like Braille, speech therapy, or remedial reading. This model allows students to spend most of their time in the general education classroom while still getting the specialized support they need. It is a vital component of a flexible and responsive inclusive education system.

98. (D) Both share responsibility and pool their distinct expertise to plan and evaluate instruction.
Collaborative consultation is a partnership where professionals from different backgrounds work together to solve problems and improve student outcomes. The regular teacher brings expertise in the general curriculum, while the special educator provides knowledge of specialized strategies and accommodations. In this model, they engage in a mutual exchange of ideas and share accountability for the success of all learners. This team-based approach ensures that instruction is both high-quality and accessible, meeting the diverse needs of the entire inclusive classroom.

99. (A) Uses a test-teach-retest format to assess learning potential within the Zone of Proximal Development.
Dynamic assessment is an interactive approach that measures not just what a child has already learned, but their potential to learn with help. By providing cues and guidance during the assessment process, the educator can identify the child's Zone of Proximal Development. This provides valuable information about how the student learns best and what kind of instruction will be most effective. This method is more informative than traditional static tests, as it links assessment directly to the teaching process.

100. (C) Acid Attack Victims, Parkinson's Disease, and Blood Disorders
The RPWD Act of 2016 significantly expanded the number of recognized disability categories to reflect a more modern and inclusive understanding of disability. New additions include acid attack victims and people with chronic neurological conditions like Parkinson's disease. It also encompasses blood disorders such as Thalassemia, Hemophilia, and Sickle Cell disease. This broader classification ensures that more people with diverse health and physical challenges can access the legal protections and support services guaranteed under Indian law, promoting greater equity and social justice.

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CHAPTER 04
Pedagogy of Teaching Science

1. Which of the following best describes "cognitive validity" in the context of a science curriculum for children with intellectual disabilities?
(A) The curriculum must align with the cognitive and developmental level of the learner.
(B) The curriculum must focus primarily on memorizing complex scientific terms and facts.
(C) The curriculum must match the typical developmental milestones without any adaptation.
(D) The curriculum must emphasize abstract theoretical principles of advanced modern physics.

2. When introducing the concept of "states of matter" to a class that includes students with profound hearing loss, which sensory-pedagogical strategy is most effective?
(A) Delivering verbal lectures explaining intermolecular forces and atomic bonds.
(B) Playing audio recordings of boiling water and steam with high-volume headphones.
(C) Using visual animations, closed-captioned videos, and tactile physical transitions.
(D) Relying on standard textbooks with dense scientific text and complex equations.

3. Consider the following statements regarding the nature of science and scientific inquiry:
I. Science is a dynamic, expanding body of knowledge where theories are subject to change.
II. Scientific inquiry relies solely on subjective intuition and does not require empirical evidence.
III. Scientific process skills include observation, measurement, classification, and inference.
IV. Science is purely value-free and has no socio-cultural or historical contexts.
V. Scientific laws are absolute, unchangeable dogmas that cannot be revised by new evidence.
Which of the above statement(s) is/are correct?
(A) Only I and III
(B) Only II and IV
(C) Only III and V
(D) Only I and IV

4. An educator plans a science lesson on "Photosynthesis" for a student with Dyslexia. Which instructional accommodation represents an effective adaptation of science content?
(A) Providing dense, multi-page scientific texts with complex terminology and no diagrams.
(B) Excusing the student completely from learning or being assessed on biological concepts.
(C) Requiring the student to memorize the precise spelling of all chemical formula terms.
(D) Utilizing oral explanations accompanied by structured graphic organizers and flowcharts.

5. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Science curricula must be adapted to include tactile graphics for students with visual impairment.
Reason (R): Tactile graphics enable students with visual impairment to construct mental representations of spatial science concepts through haptic perception.
Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. What does "process validity" of a science curriculum imply for children with learning disabilities?
(A) Rote memorization of core scientific formulas, laws, and chemical equations.
(B) Elimination of all practical experiments from laboratory work assessments.
(C) Engagement in hands-on activities that actively generate scientific knowledge.
(D) Uniform speed of task execution without any

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specialized timing accommodations.

7. To develop a scientific temper in a student with High-Functioning Autism Spectrum Disorder (ASD), which teaching approach is most suitable?
(A) Unstructured open-ended discussions containing no defined behavioral guidelines.
(B) Group activities with intense social-communication demands and no solo tasks.
(C) Intuitive, emotional explanations of physical phenomena instead of logical rules.
(D) Highly structured, predictable inquiry tasks featuring step-by-step visual guides.

8. In an inclusive classroom, a science teacher is planning a lesson on "Simple Machines". Consider the following strategies:
I. Using real-world concrete examples like ramps, pulleys, and bottle openers.
II. Conducting a peer-mediated learning activity where students work in mixed-ability pairs.
III. Eliminating any physical interaction with tools to avoid behavioral disruption.
Which of the above statement(s) is/are correct?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) Only I

9. Consider the following structural adaptations in a school science laboratory for wheelchair users:
I. Installing adjustable-height laboratory workbenches.
II. Placing all chemical reagents on shelves higher than 6 feet.
III. Ensuring a clear, unobstructed turning radius of at least 1.5 meters.
IV. Keeping the floor wet to maintain a cool temperature during experiments.
Which of the above statement(s) is/are correct?
(A) Only I and III
(B) Only II and IV
(C) Only I and II
(D) Only III and IV

10. Raghav is a Grade 7 student with a moderate intellectual disability. His science teacher wants him to learn the concept of "Water Conservation." Raghav struggles with abstract reasoning but responds well to visual cues and sequential task-analyzed activities. Which instructional design is most appropriate for Raghav?
(A) Writing a comprehensive technical essay explaining global hydrological cycles and ecological impacts.
(B) Using structured visual checklists for water-saving tasks and hands-on watering measurements.
(C) Reading advanced college-level textbook chapters detailing environmental engineering principles.
(D) Excusing him from science to focus on isolated physical therapy exercises in a resource room.

11. Which of the following is an example of an "adaptation" rather than a "modification" in a science assessment for a student with low vision?
(A) Providing the same test paper printed in 18-point bold font with high-contrast diagrams.
(B) Replacing a question on identifying diagram labels with a completely different verbal question.
(C) Reducing the difficulty level of the test from standard Grade 8 level to Grade 3 level.
(D) Grading the student solely on attendance instead of science knowledge.

12. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): For a child with deafblindness, the science teacher should prioritize tactile and kinesthetic learning experiences over purely visual or auditory presentations.
Reason (R): Deafblindness limits both distant sensory inputs of sight and sound, making the proximal senses of touch and movement the primary channels for learning scientific concepts.
Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. A science teacher wants to formulate an Individualized Education Program (IEP) goal for a student with Dyscalculia regarding "Measurement in Science". Consider the following target goals:
I. The student will read a digital thermometer with 90% accuracy over 5 consecutive trials.
II. The student will memorize the exact decimal values of physical constants up to 10 decimal places.

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III. The student will use color-coded measuring cylinders to measure liquid volume up to 100 ml with peer support.

Which of the above statement(s) is/are correct?
(A) Only I and II
(B) Only I and III
(C) Only II and III
(D) Only I

14. Which scientific process skill is directly practiced when a student with a learning disability groups leaves based on their texture (rough vs. smooth) and shape (oval vs. heart-shaped)?
(A) Predicting
(B) Inferring
(C) Classifying
(D) Hypothesizing

15. In science teaching, the "5E Instructional Model" is widely used. Consider the following phases of this model:
I. Engage
II. Explore
III. Explain
IV. Elaborate

For a student with ADHD, which of the following sequences represents the correct progression of the 5E model to ensure structured learning?
(A) I, II, III, IV
(B) II, I, IV, III
(C) III, I, II, IV
(D) IV, III, II, I

16. What is the primary purpose of conducting "Task Analysis" in science instruction for a child with Autism Spectrum Disorder?
(A) To increase the overall cognitive complexity of the specific science concepts taught.
(B) To evaluate and rank diverse learners against their typical peers in standard exams.
(C) To eliminate the use of physical lab equipment and concrete objects during experiments.
(D) To divide a complex experiment or scientific task into smaller, step-by-step parts.

17. Consider the following safety measures for a student with ADHD during a chemistry lab experiment on heating solutions:
I. Providing the student with a designated, uncluttered workspace.
II. Having a peer buddy or co-teacher closely monitor the heating process.
III. Restricting the student from entering the laboratory under any circumstances.
IV. Providing clear, visual, step-by-step safety rules on a laminated card.

Which of the above statement(s) is/are correct?
(A) Only I, II, and IV
(B) Only II, III, and IV
(C) Only I and III
(D) Only III and IV

18. Which of the following is an example of "Universal Design for Learning (UDL)" in a science class studying the "Human Digestive System"?
(A) Restricting study materials to a single mandatory textbook chapter for silent individual reading.
(B) Preventing students with speech-language impairments from delivering oral project presentations.
(C) Allowing diverse expression formats like written papers, physical models, or verbal presentations.
(D) Requiring every student to complete identical pencil-and-paper examinations under fixed time limits.

19. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):

Assertion (A): Science teachers should use concrete operational materials, such as physical models of molecules, when teaching abstract chemistry concepts to students with Intellectual Disability.

Reason (R): Students with Intellectual Disability generally exhibit challenges in abstract reasoning and conceptualization, requiring concrete representations to bridge understanding.

Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

20. When teaching the concept of "sound propagation" to a student with hearing impairment, which pedagogical tool is most effective to show that sound is a wave?
(A) Reading a textbook paragraph aloud with high-pitched voice modulations.
(B) Listening to standard pre-recorded audio lectures and educational podcasts.
(C) Showing static, non-interactive print definitions of longitudinal waves.

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(D) Utilizing active visual oscilloscopes or vibrating forks to show wave motion.

21. Which of the following methods of teaching science can be successfully adapted for children with special needs by adjusting the level of guidance, scaffolding, and step-by-step assistance?
(A) Heuristic, Laboratory, and Project methods
(B) Purely teacher-led lecture and passive listening methods
(C) Unstructured discovery methods without any guidance
(D) Rote memorization and mechanical choral drill methods

22. In an inclusive science classroom, which of the following roles can be effectively assigned to students with special needs during a cooperative learning lab activity?
(A) Materials Manager, Data Recorder, and Timekeeper
(B) Only lead presenter and spokesperson without any accommodations
(C) Only passive observer with no active role in the group
(D) Only independent evaluator who grades other groups

23. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): A student with low vision should be provided with a talking thermometer during a science experiment on temperature tracking.
Reason (R): Assistive technologies that convert visual data into auditory outputs promote independent scientific inquiry for visually impaired students.
Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

24. Sameer is a 10-year-old student with Athetoid Cerebral Palsy who experiences severe involuntary movements and struggles with fine motor control. During a science activity on "Plant Growth," the class is required to plant seeds in small cups and measure water using a thin dropper. How should the science teacher adapt this activity for Sameer?
(A) Provide large-handled tools, pre-marked wide containers, and support from a peer partner.
(B) Excuse him from participating entirely and instruct him to watch from the back of the room.
(C) Require him to use the standard thin dropper independently to practice his motor control.
(D) Assign him a failing grade for the lab work because he cannot execute the steps alone.

25. Consider the following accommodations in science instruction for students with disabilities:
I. Provision of Braille chemistry periodic tables for visually impaired students.
II. Sign Language interpreters during science demonstrations for deaf students.
III. Simplified text-to-speech software for students with specific learning disabilities.
IV. Eliminating science entirely from the curriculum for any student with a benchmark disability.
Which of the above statement(s) is/are correct?
(A) Only I, II, and III
(B) Only II, III, and IV
(C) Only I and IV
(D) Only III and IV

26. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): For students with specific learning disabilities in reading, science assessments should rely less on complex narrative comprehension and more on direct conceptual evaluation.
Reason (R): Minimizing non-essential reading demands in science assessments reduces the confounding effect of reading speed on the measurement of science knowledge.
Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

27. Which of the following is a "scientific process skill" that involves using senses to gather information about objects or events?
(A) Observation
(B) Hypothesis
(C) Prediction
(D) Synthesis

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28. Which adaptation is most appropriate for a student with dysgraphia who needs to complete a science lab report?
(A) Requiring the student to rewrite the report by hand several times to improve neatness.
(B) Excusing the student from completing or submitting any written lab reports for grading.
(C) Permitting the use of speech-to-text software or dictating observations to a scribe.
(D) Deducting marks or lowering the final report grade based on poor handwriting legibility.

29. Consider the following components of a lesson plan for teaching "Electricity and Circuits" in an inclusive classroom:
I. Clear, measurable behavioral objectives.
II. A list of multi-sensory materials (bulbs, wires, buzzers, tactile graphics).
III. Specific accommodations and modifications written down for children with special needs.
IV. A uniform evaluation tool that does not allow any extra time or assistive aids.
Which of the above statement(s) is/are correct?
(A) Only I, II, and III
(B) Only II, III, and IV
(C) Only I and IV
(D) Only III and IV

30. Which of the following is the most appropriate way to teach the concept of "Air Pressure" to a visually impaired student?
(A) Displaying a silent video demonstration of an inflating balloon on a projector.
(B) Reading standard Braille sheets containing complex mathematical equations of pressure.
(C) Tactually exploring a suction cup's resistance when pulled off a smooth surface.
(D) Explaining air dynamics solely through highly abstract, lecture-based descriptions.

31. What is the role of "scaffolding" in an inquiry-based science lesson for a child with an Intellectual Disability?
(A) Delivering immediate answers to all laboratory questions to prevent independent trial.
(B) Offering temporary, structured guidance that is reduced as the learner gains mastery.
(C) Requiring the student to work completely alone without any teacher or peer guidance.
(D) Substituting all core academic science content with simple physical motor exercises.

32. Which of the following aids is most useful for a student with low vision when observing small insects or leaves in a biology class?
(A) An unlit optical microscope requiring precise manual focus and narrow eyepiece views.
(B) Standard print textbook diagrams featuring small, low-contrast labels and fonts.
(C) Low-resolution black-and-white photocopies of complex textbook illustration pages.
(D) Digital microscopes displaying magnified, high-contrast images on a computer monitor.

33. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Science teachers should employ "multisensory approaches" (VAKT - Visual, Auditory, Kinesthetic, Tactile) when introducing new science vocabulary.
Reason (R): Multisensory learning engages multiple neural pathways, which helps reinforce memory and concept acquisition for students with diverse learning needs.
Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

34. A science teacher uses a "talking scale" and a "beaker with tactile markings" during a lesson on physical properties. Which of the following student populations is the primary beneficiary of this modification?
(A) Students with severe hearing impairment
(B) Students with emotional and behavioral disorders
(C) Students with visual impairment
(D) Students with articulation disorders

35. What does the "Heuristic Method" of teaching science emphasize?
(A) Placing the student in the active role of an independent discoverer or investigator.
(B) Delivering teacher-centered lectures with rote learning of precise book definitions.
(C) Memorizing molecular chemical structures through repetitive classroom choral drills.
(D) Completing repetitive paper-pencil practice tests without any conceptual application.

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36. In an inclusive science classroom, the teacher uses "concept maps" to summarize a unit on "Ecosystems". Consider the following benefits of concept maps:

I. They provide a visual structure showing relationships between concepts.
II. They reduce the heavy load of written text for students with dyslexia.
III. They are useful only for gifted students and have no value for students with special needs.

Which of the above statement(s) is/are correct?
(A) Only I and II
(B) Only II and III
(C) Only I and III
(D) Only III

37. To ensure safety and accessibility in a science lab for a student with an orthopedic impairment who uses a motorized wheelchair, which of the following features are necessary?

I. Wide aisles of at least 36 to 48 inches.
II. Lab tables with knee clearance of at least 27 inches high.
III. High-rise steps to reach the demonstration table.
IV. Safety eyewash stations operable by a foot pedal or an easily reachable hand lever.
V. Storing all safety equipment inside locked drawers with keys kept in another room.

Which of the above statement(s) is/are correct?
(A) Only I, II, and IV
(B) Only II, III, and V
(C) Only I, III, and IV
(D) Only II, IV, and V

38. Aarav is a Grade 6 student with Attention Deficit Hyperactivity Disorder (ADHD) who frequently leaves his seat, struggles to focus on long-term tasks, and is easily distracted by ambient noise in the science laboratory. The class is performing a 45-minute lab activity on "separating mixtures." Which strategy should the teacher employ?
(A) Placing him in an isolated corner to copy dictionary terms during the entire laboratory session.
(B) Letting him move around the room without any rules to release his excess physical energy.
(C) Segmenting the task with a visual checklist, active roles, and a low-distraction workspace.
(D) Asking his lab group partners to perform all steps of the experiment on his behalf.

39. Which of the following is a key requirement of curriculum adaptation to ensure inclusive science education for children with disabilities?
(A) Forcing all children with disabilities to learn through a non-adapted curriculum.
(B) Excluding children with intellectual disabilities from basic elementary science classes.
(C) Segregating children with physical disabilities into separate classrooms for science lectures.
(D) Providing child-centered, accessible learning environments and appropriate materials.

40. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):

Assertion (A): In a science class, "Formative Assessment" is highly beneficial for students with learning difficulties.

Reason (R): Formative assessment provides ongoing feedback, allowing teachers to modify instruction and address misconceptions in real-time.

Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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41. Which of the following is an example of a "low-tech" assistive technology for teaching science to a child with visual impairment?
(A) Sci-Voice Talking LabQuest
(B) Tactile raised-line drawing board with a rubber mat
(C) Refreshable Braille display connected to a computer
(D) Screen-reading software with text-to-speech engine

42. A teacher uses "backward chaining" to teach a student with a moderate intellectual disability how to assemble a simple electrical circuit. This means:
(A) The student executes the entire laboratory procedure from start to finish on their first attempt.
(B) The teacher completes the initial steps, prompting the student to perform only the final step.
(C) The student is required to illustrate and label the complete circuit schematic from

memory.
(D) The student is issued negative marks for making errors during the initial construction phase.

43. Consider the following aspects of science instruction:
I. Tactile diagrams of plant cell structures.
II. Screen reading software with text descriptions (alt-text) of scientific graphs.
III. High-contrast colors on physical models.
IV. Video lectures without captions or transcripts.
Which of the above statement(s) is/are correct?
(A) Only I, II, and III
(B) Only II, III, and IV
(C) Only I and IV
(D) Only III and IV

44. What does "environmental validity" of a science curriculum mean for children with developmental disabilities?
(A) Presenting science lessons in clinical environments completely isolated from real-world contexts.
(B) Restricting the instructional units to lists of scientific terms and extinct prehistoric life.
(C) Aligning scientific concepts with the student's immediate physical and social environments.
(D) Introducing complex quantum equations that have no relevance to the student's daily lifestyle.

45. In planning a science laboratory activity, a special educator aims to implement Universal Design for Learning (UDL) guidelines. Consider the following options for engagement:
I. Offering choices in the tools used for data collection (e.g., digital probes vs. manual dials).
II. Providing varying levels of challenge in the analysis questions.
III. Using visual schedules to depict the laboratory progression.
IV. Designing peer-collaborative roles.
V. Mandating that all students must work in complete silence for the entire duration of the laboratory session.
Which of the above statement(s) is/are correct?
(A) Only I, II, III, and IV
(B) Only II, III, IV, and V
(C) Only I, III, and V
(D) Only II, IV, and V

46. Which of the following strategies is best suited to teach the concept of "gravity" to a student with an intellectual disability?
(A) Delivering a standard mathematical lecture on gravitational constants and formula-based calculations.
(B) Instructing the student to memorize complex equations regarding standard physical acceleration.
(C) Dropping simple items from different heights to observe their downward motion and physical landing.
(D) Displaying high-speed simulation clips of massive stellar bodies warping the space-time continuum.

47. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The use of "Indian Sign Language (ISL)" technical signs for scientific terms is crucial for the conceptual understanding of deaf students.
Reason (R): Standard spoken languages are easily understood by deaf students without any visual translation during complex science lectures.
Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

48. During a science field trip to a botanical garden, a student with a mobility impairment who uses a walker is unable to access the narrow, unpaved muddy paths of the herb section. How should the science teacher resolve this to ensure inclusion?
(A) Leaving the student on the bus to write a summary report of a botany article.
(B) Canceling the trip for all class members to avoid creating accommodations.
(C) Carrying the student across the path without consent, risking physical injury.
(D) Arranging an accessible route where all students can study the plants together.

49. Which of the following is a "scientific attitude" that should be nurtured in an inclusive classroom?
(A) Open-mindedness
(B) Superstition
(C) Blind acceptance of authority

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(D) Resistance to new evidence

50. Which type of evaluation occurs at the end of a science unit to determine the final grade or achievement level of a student with a learning disability?
(A) Formative Evaluation
(B) Diagnostic Evaluation
(C) Summative Evaluation
(D) Placement Evaluation

51. Consider the following accommodations in a science test for a student with Dysgraphia:
I. Providing oral examinations instead of written papers.
II. Allowing the use of a computer word processor with spell-check enabled.
III. Reducing the spelling accuracy requirements for technical terms that are phonetically recognizable.
IV. Providing a scribe to write down the student's dictated scientific explanations.
V. Allowing extra time to complete the subjective essay questions.
Which of the above statement(s) is/are correct?
(A) Only I, II, and III
(B) Only I, III, and IV
(C) Only II, III, IV, and V
(D) Only I, II, III, IV, and V

52. Kabir is an 8-year-old student with Autism Spectrum Disorder (ASD). He exhibits high sensitivity to tactile stimuli (tactile defensiveness) and strongly avoids touching wet, sticky, or slimy substances like mud, clay, or wet sand. The class is scheduled for a science lesson on "Soil Types" where students must touch and mix different clay, silt, and sand samples with water. How should the teacher accommodate Kabir?
(A) Forcing him to touch wet soil repeatedly to overcome sensory defensiveness during lab time.
(B) Excluding him from the class and recording a failing grade for his science laboratory marks.
(C) Requiring him to write a dense theoretical paper on soil science instead of doing hands-on work.
(D) Providing gloves or clear sealed bags for tactile investigation without direct skin contact.

53. What does "Universal Design for Learning (UDL)" assume about learners in a science classroom?
(A) That all students share identical physical, cognitive, and sensory learning abilities.
(B) That learner variability is systematic, requiring flexible instructional pathway designs.
(C) That students with special needs should be taught in separate, isolated lab settings.
(D) That school science lessons should only target the average academic student group.

54. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): "Task analysis" is highly beneficial when teaching a child with a moderate intellectual disability to use a microscope.
Reason (R): Task analysis breaks down the multi-step process of focusing a slide into smaller, sequential steps that can be systematically taught and reinforced.
Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

55. Which of the following is an example of "Alternative and Augmentative Communication (AAC)" tool used during a science group discussion for a non-verbal student?
(A) A high-contrast optical magnification device for viewing small laboratory texts.
(B) A pair of noise-canceling headphones designed to block ambient classroom sounds.
(C) A standard physical plastic model of the earth showing major geographical features.
(D) A visual communication board containing diverse pictograms of scientific concepts.

56. Which of the following is the most effective way to teach the concept of "light reflection" to a student with low vision?
(A) Using tactile string models and high-intensity lasers on high-contrast surfaces.
(B) Presenting verbal explanations of mathematical laws of reflection without visuals.
(C) Distributing standard black-and-white photocopies of complex textbook ray

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diagrams.
(D) Instructing the student to close their eyes and imagine light hitting a glass mirror.

57. In an inclusive classroom, a science teacher is preparing to teach a unit on "Magnetism". Consider the following teaching aids:
I. Tactile compass with raised north-south directions.
II. Strong neodymium magnets of different shapes.
III. Paper clips, iron filings, and diverse non-magnetic objects.
IV. High-definition video with audio description explaining magnetic fields.
Which of the above statement(s) is/are correct?
(A) Only I, II, and III
(B) Only II, III, and IV
(C) Only I and IV
(D) Only I, II, III, and IV

58. Which of the following is a primary duty of a Special Educator in an inclusive science laboratory?
(A) To execute all the experimental laboratory steps on behalf of the disabled student.
(B) To partner with the science teacher on adapting materials, workstations, and safety.
(C) To request that science laboratory sessions be canceled to avoid any safety liabilities.
(D) To instruct students with special needs exclusively in non-scientific creative crafts.

59. What is the main benefit of using "VAKT" (Visual, Auditory, Kinesthetic, Tactile) during science experiments?
(A) It addresses the diverse sensory and cognitive learning modalities of students.
(B) It minimizes the time required for classroom teacher lesson planning and setup.
(C) It removes the requirement for scientific inquiry or hands-on testing procedures.
(D) It renders the primary science curriculum highly theoretical and abstract in nature.

60. A high school science teacher plans a lab activity on "Chemical Reactions." A student in the class, Priya, has a tremor in her hands due to Cerebral Palsy. The experiment involves pouring small amounts of acid into test tubes. Which of the following adaptations is most appropriate to ensure Priya's safe participation?
(A) Excluding her from the chemistry laboratory and instructing her to sit outside in the corridor.
(B) Demanding she pour the liquids independently without assistance to demonstrate equal ability.
(C) Using wide plastic containers, secure support clamps, and a peer partner to assist with pouring.
(D) Providing her with a fully completed laboratory data sheet along with a default passing grade.

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61. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Science teachers must provide "explicit instruction" when teaching complex scientific vocabulary to students with moderate intellectual disabilities.
Reason (R): Explicit instruction involves clear modeling, guided practice, systematic feedback, and reduces cognitive load during new concept acquisition.
Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

62. Which of the following is a characteristic of "Inquiry-Based Learning" in science?
(A) Passively listening to lecture presentations for extended periods of school time.
(B) Restricting student questions or comments during formal teacher demonstrations.
(C) Engaging in active exploration where students investigate and draw conclusions.
(D) Testing students strictly on memorized scientific numbers and factual definitions.

63. Which of the following is an example of "scaffolding" in a science activity about "Water Cycle" for a child with a specific learning disability in writing?
(A) Providing a completely blank page for drafting a detailed text-only report.
(B) Supplying a fill-in-the-blank page containing diagrams and a word bank.
(C) Excusing the student from participating in any water cycle evaluations.
(D) Requiring the student to sketch complex cycle processes with closed eyes.

64. When teaching a lesson on "Plant Anatomy" to an inclusive class containing a student with moderate visual impairment, which learning resource is most effective?
(A) Using a small, low-contrast hand-drawn sketch on a standard classroom blackboard.
(B) Reading a long, detailed verbal description of cell layers from standard textbooks.
(C) Presenting a silent, uncaptioned video animation showing microscopic plant cells.
(D) Providing a 3D physical model with tactile plant cell textures and large-print labels.

65. Consider the following assessment strategies in a science class:
I. Peer-assessment using simple checklists.
II. Self-assessment with visual rubrics.
III. Oral explanations of concepts instead of written essays.
IV. Portfolio assessments containing drafts of lab reports.
V. High-stakes, speed-based written examinations without extra time.
Which of the above statement(s) is/are correct?
(A) Only I, II, III, and IV
(B) Only II, III, IV, and V
(C) Only I, III, and V
(D) Only III, IV, and V

66. A science teacher is teaching "Animal Classification" to Grade 5. One student, Neil, has a severe expressive language disorder and struggles to speak in complete sentences. During the final assessment, the teacher wants to evaluate Neil's understanding of the differences between vertebrates and invertebrates. Which of the following is the most inclusive assessment method?
(A) Requiring Neil to deliver a formal, multi-minute oral presentation in front of his classmates.
(B) Evaluating Neil solely through long essays with strict grade deductions for spelling mistakes.
(C) Allowing Neil to sort physical animal models into labeled baskets using visual communication tools.
(D) Excusing Neil from class testing procedures entirely and assigning an automatic passing score.

67. Which of the following is an adaptive laboratory equipment designed for students with fine motor difficulties?
(A) Adaptive syringe dispensers with large handles and non-slip bases.
(B) Standard delicate glass pipettes featuring narrow suction micro-tips.
(C) Conventional smooth glass test tubes without any stabilizing stands.
(D) Standard micro-scale digital balances utilizing tiny push buttons.

68. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Graphic organizers such as Venn diagrams are effective tools for students with learning disabilities when comparing scientific concepts like "respiration" and "photosynthesis".
Reason (R): Graphic organizers visually structure key ideas and reduce the heavy load of written text, highlighting patterns and connections between abstract terms.
Choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. Which of the following is the best way to teach the concept of "Temperature" to a student who is deafblind?
(A) Projecting digital thermometer screens on a high-definition classroom board.
(B) Having them touch containers of warm, room-temperature, and icy water with signs.
(C) Explaining the invisible kinetic and molecular movements of thermal energy.
(D) Providing a standard small-print textbook chapter covering thermodynamics.

70. What does "Universal Design for Learning (UDL)" recommend regarding "methods of expression" in science?
(A) Mandating that all students express their science mastery through written tests.
(B) Exempting special needs students from having to demonstrate their learning.
(C) Offering choices like verbal descriptions, 3D physical models, or slide shows.
(D) Restricting the use of specialized digital tools during exams to typical peers.

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71. Which of the following is a primary objective of teaching science at the primary level for all students?
(A) To memorize the atomic weights of all elements in the periodic table.
(B) To prepare students for engineering entrance examinations.
(C) To teach abstract principles of quantum mechanics.
(D) To nurture the curiosity of the child about the natural environment.

72. In an inclusive classroom, a science teacher is preparing a laboratory experiment on "Acids and Bases." One student, Rohan, has visual impairment (blindness). The experiment involves using litmus paper to observe color changes. How should the science teacher adapt this experiment for Rohan?
(A) Utilizing a speaking digital pH sensor or tactile liquid indicator strips with peer support.
(B) Excusing him from the lab activity entirely and sending him to the school library to study.
(C) Instructing him to touch active chemical compounds directly to feel reactions with his skin.
(D) Requiring his partner to complete all steps while he sits passively to hear the results.

73. Which of the following is a key feature of "cooperative learning" in an inclusive science classroom?
(A) Students working in complete isolation from peers to solve complex laboratory problems.
(B) Working in mixed groups where each student has an accessible, predefined role.
(C) Students competing individually against class peers to complete the lab exercises first.
(D) Watching passive teacher demonstrations silently without any personal involvement.

74. Which of the following adaptations is most useful for a student with Dyscalculia during a physics lab experiment involving calculation of speed?
(A) Restricting the use of all basic mathematical tools or physical aids during trials.
(B) Supplying a simple electronic calculator alongside a visual formula guidance card.
(C) Excusing the student entirely from collecting or calculating experimental measurements.
(D) Requiring the student to complete all arithmetic tasks mentally without visual aids.

75. What is the role of the Rehabilitation Council of India (RCI) regarding special education teachers who teach science to children with special needs?
(A) Standardizing special educator training and maintaining official professional registries.
(B) Designing the official general science examinations and academic syllabi for public schools.
(C) Organizing and hosting annual competitive national science Olympiads for disabled youth.
(D) Distributing financial loans and facility grants for school science laboratory equipment.

76. Which of the following is a "scientific process skill" that involves formulating a tentative, testable explanation for an observation or scientific problem?
(A) Observation
(B) Measurement
(C) Hypothesizing
(D) Classifying

77. To make a lesson on "Space Science" accessible to a student with severe attention issues, which teaching strategy is most effective?
(A) Delivering an uninterrupted, hour-long theoretical lecture with no visual or physical aids.
(B) Assigning standard multi-page textbook chapters to be read silently in the classroom.
(C) Removing all astrophysics and space science topics completely from the core syllabus.
(D) Utilizing brief interactive digital simulations and physical models of planets.

78. Which of the following is an example of "low-vision aid" that can be used in a science laboratory?
(A) Standard unmagnified glass microscope slide samples.
(B) Mechanical Braille writers with heavy physical keys.
(C) Handheld optical magnifiers and CCTV zoom systems.
(D) Acoustic noise-canceling headphones to block sound.

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79. When teaching the concept of "Ecosystems" to an inclusive class, which of the following represents a multisensory approach?
(A) Requiring students to read dense textbook chapters silently at their desks.
(B) Combining captioned video clips, physical soil specimens, and a garden walk.
(C) Presenting a standard verbal lecture with no visual or physical materials.
(D) Listing vocabulary definitions on the blackboard for mechanical copying.

80. Which of the following is a key component of an Individualized Education Program (IEP) in science for a student with a learning disability?
(A) Standardized intelligence quotient scores unrelated to daily academic targets.
(B) Comprehensive listings of other school students diagnosed with similar needs.
(C) Declarations excusing the student from basic school conduct rules and exams.
(D) Statements of performance, annual goals, accommodations, and evaluation rules.

81. Which of the following is an adaptive technique for teaching science to a child with an Intellectual Disability?
(A) Utilizing concrete materials, step-by-step guidance, and direct modeling.
(B) Increasing the theoretical complexity of core academic lesson content.
(C) Presenting strictly abstract concepts without any physical sample aids.
(D) Excluding the student completely from participating in laboratory sessions.

82. Which of the following resources is most helpful for a student with visual impairment when learning about the structure of a flower?
(A) Low-contrast, high-detail black-and-white print photocopies of flower drawings.
(B) Detailed oral classroom lectures covering angiosperm anatomy and reproduction.
(C) Disassembling a real, large flower paired with labeled tactile spatial guides.
(D) Silent digital slideshow projections depicting various regional flower species.

83. What does "constructivist approach" to science teaching imply?
(A) Active student construction of scientific knowledge through hands-on exploration.
(B) Passive student reception of lectures and facts directly from the instructor.
(C) Rote memorization of core factual lists without performing any laboratory tests.
(D) Direct teacher management of all classroom thoughts, behaviors, and actions.

84. Which of the following is an accommodation for a student with hearing impairment during a science video presentation?
(A) Increasing speaker volumes to maximum levels without adding visual text.
(B) Turning off the monitor and directing the student to sit silently in class.
(C) Substituting video playbacks with unillustrated print chapters from books.
(D) Providing accurate closed captioning, printed scripts, and sign translation.

85. Which of the following is the most appropriate way to teach "Properties of Minerals" to an inclusive class containing a student with an intellectual disability?
(A) Memorizing names and chemical formulas of core minerals from a printed table.
(B) Scratching and comparing real mineral specimens in a simple hands-on lab.
(C) Reading high-level technical journal articles covering mineralogy theories.
(D) Writing detailed research reports outlining global commercial mining methods.

86. Which of the following is a feature of a "safe and accessible" science classroom for children with special needs?
(A) Narrow walkways between workbenches with loose electrical cables on floors.
(B) Storing chemical materials on open, low-set tables with no adult oversight.
(C) Well-labeled storage with visual symbols, wide walkways, and non-slip floors.
(D) Restricting students who use motorized wheelchairs from entering lab spaces.

87. What is the benefit of "peer-tutoring" in an inclusive science classroom?
(A) Allowing the classroom teacher to leave the room while students instruct each other.
(B) Requiring typical peers to do all work while special needs partners sit out.
(C) Fostering highly competitive academic rivalries among the diverse class members.
(D) Enhancing social connections and reinforcing ideas for tutor and tutee.

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88. Which of the following is an example of "cognitive modification" in a science curriculum for a student with a severe intellectual disability?
(A) Focusing on functional science ideas like temperature and toxicity instead of formulas.
(B) Expecting the student to perform identical abstract data analysis as typical peers.
(C) Exempting the student completely from learning safety protocols or scientific terms.
(D) Demanding the student memorize every element and atomic mass in the periodic table.

89. Which of the following is a tactile aid used to teach astronomy to a student with visual impairment?
(A) Standard smooth, flat plastic globes containing no physical tactile boundaries.
(B) Thermoformed tactile maps featuring raised lines for constellations.
(C) Silent digital animations of spinning galaxies on standard laptop screens.
(D) Standard printed library books with tiny font sizes describing space.

90. What is the role of "formative feedback" in science education for a student with a learning disability?
(A) Informing students of their final academic grades at the end of semesters.
(B) Delivering immediate, supportive guidance during tasks to guide understanding.
(C) Comparing individual scores directly against peer performance school-wide.
(D) Penalizing students for making conceptual errors during introductory practice.

91. Which of the following is an adaptive tool for a student with orthopedic impairment to handle small laboratory items?
(A) Large-handle adaptive tweezers and non-slip mats
(B) Thin, slippery glass slides without handles
(C) Standard glass test tubes with narrow openings
(D) Standard micro-pipettes with stiff buttons

92. When planning a science unit on "Weather", how can a teacher apply the constructivist approach for a child with a learning disability?
(A) Requiring the child to memorize lists of scientific cloud names from textbook pages.
(B) Giving verbal lectures on satellite operations and meteorological data systems.
(C) Guiding them to measure temperatures and identify simple weather trends directly.
(D) Telling the child to copy forecast reports from local newspapers into notebooks.

93. Which of the following is an example of "environmental adaptation" in a science laboratory?
(A) Locking all lab entry doors securely during active instructional hours.
(B) Substituting practical experiment kits with print-only science worksheets.
(C) Limiting the entry of special education specialists into lab environments.
(D) Adjusting workbench heights, widening walkways, and reducing room glare.

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94. Which of the following is a functional science skill that can be integrated into the IEP of a student with a moderate intellectual disability?
(A) Calculating the constant acceleration of bodies using calculus.
(B) Memorizing molecular atomic structures of industrial polymers.
(C) Recognizing household hazards through clear visual safety symbols.
(D) Balancing complex organic chemical equations under time limits.

95. What does the term "least restrictive environment" (LRE) mean for a child with a disability in science education?
(A) Instructing the child in specialized private institutions isolated from neighborhoods.
(B) Teaching the child in general classrooms with peers using necessary accommodations.
(C) Placing the student in completely isolated, sterile rooms with zero contact with peers.
(D) Excusing the student entirely from attending science lectures or laboratory sessions.

96. Which of the following is a tactile material used to teach geography and physical features of the earth to a visually impaired student?
(A) Standard flat, smooth paper maps featuring laminated outer surfaces.
(B) Mobile screen maps lacking voice descriptions or high contrast.
(C) Standard flat black-and-white paper copies of continental borders.
(D) Tactile relief globes featuring textured borders and raised land.

97. Which of the following is the most suitable strategy for teaching the concept of "electric current" to a student with an intellectual disability?
(A) Assembling low-voltage batteries, switches, and small bulbs to see them light up.
(B) Delivering standard blackboard lectures outlining the formulas of Ohm's Law.
(C) Requiring a historical research paper tracking domestic power distribution systems.
(D) Displaying abstract engineering schematics of modern solid-state microcircuits.

98. Which of the following is a primary feature of "Direct Instruction" in science for children with learning difficulties?
(A) Unstructured, self-directed exploration containing no teacher guidance.
(B) Memorizing long textual passages from advanced academic science journals.
(C) Step-by-step teacher modeling, guided practice, and structured reviews.
(D) Supplying zero evaluation or feedback to students as they complete tasks.

99. Which of the following is an accommodation for a student with ADHD during a science test?
(A) Providing low-distraction environments, shorter exam segments, and brief breaks.
(B) Administering examinations in loud, crowded rooms filled with social distractions.
(C) Increasing the technical difficulty levels and doubling the overall exam question count.
(D) Demanding the student remain completely motionless and focused without moving for hours.

100. What is the primary focus of the "Universal Design for Learning (UDL)" framework in science pedagogy?
(A) Developing a single, rigid curriculum that all students must complete identically.
(B) Removing all complex scientific concepts or challenging lab tasks from study plans.
(C) Restricting school laboratory access exclusively to highly gifted student groups.
(D) Offering flexible instructional pathways, materials, and diverse assessments.

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ANSWERS

1. (A) The curriculum must align with the cognitive and developmental level of the learner.
Cognitive validity ensures curriculum content aligns with the learner's intellectual and developmental stage. For students with intellectual disabilities, this involves simplifying theories and matching activities to their functional capabilities. This approach respects individual learning paces while maintaining engagement with scientific concepts. It ensures material is accessible and pedagogically sound, allowing for meaningful participation within the student's specific cognitive range.

2. (C) Using visual animations, closed-captioned videos, and tactile physical transitions.
Teaching students with profound hearing loss requires leveraging visual and tactile sensory channels. Visual animations provide clear models of molecular behavior, while closed captions ensure verbal information is accessible in written form. Tactile transitions allow students to physically feel changes, like heat or vibration, reinforcing abstract concepts. This multi-sensory strategy ensures that scientific principles are communicated effectively through non-auditory means.

3. (A) Only I and III
Science is a dynamic field where knowledge evolves through empirical evidence. Theories are refined over time as new data emerges, highlighting its tentative nature. Inquiry involves essential process skills like observation and classification to investigate the natural world systematically. This objective, evidence-based methodology ensures that scientific understanding remains subject to verification, peer review, and revision based on new discoveries.

4. (D) Utilizing oral explanations accompanied by structured graphic organizers and flowcharts.
Students with dyslexia often face challenges with decoding dense text and complex terminology. Utilizing oral explanations bypasses reading barriers, allowing for direct conceptual understanding. Structured graphic organizers and flowcharts provide a visual map of biological processes. This multi-sensory approach organizes information spatially, making it easier for the student to sequence steps and identify key relationships without relying on text.

5. (A) Both A and R are true and R is the correct explanation of A
Tactile graphics are essential modifications for inclusive science education, particularly for students with visual impairments. These raised-line drawings allow learners to use their haptic sense to perceive shapes and spatial relationships. By touching these graphics, students build accurate mental representations of scientific concepts. This method converts visual data into a format accessible through touch, promoting independent exploration.

6. (C) Engagement in hands-on activities that actively generate scientific knowledge.
Process validity emphasizes the methods through which scientific knowledge is acquired. For students with learning disabilities, this involves focusing on the active "doing" of science. Engaging in hands-on experiments allows them to explore concepts through direct action rather than rote memorization. This approach supports deeper understanding by connecting abstract ideas to physical experiences, fostering critical thinking and inquiry skills.

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7. (D) Highly structured, predictable inquiry tasks featuring step-by-step visual guides.
Students with High-Functioning Autism Spectrum Disorder often benefit from predictability and clear structure. Highly structured inquiry tasks with step-by-step visual guides reduce anxiety and provide a logical framework for scientific exploration. This approach leverages potential strengths in detail-oriented processing and adherence to rules, allowing for systematic engagement with the scientific method while minimizing social-communication stressors and environmental confusion.

8. (A) Only I and II
Effective inclusive instruction for physics concepts involves using concrete, real-world examples to bridge the gap between theory and practice. Peer-mediated learning activities encourage

social integration and academic support within mixed-ability pairs. These strategies ensure that students with diverse needs can interact with physical tools and collaborative environments, which are fundamental for understanding mechanical principles like levers and pulleys.

9. (A) Only I and III
Physical accessibility in a science laboratory is crucial for students using wheelchairs. Adjustable-height workbenches allow students to perform experiments comfortably and safely. Maintaining a clear turning radius ensures mobility and independence within the space. These structural modifications remove physical barriers to participation, allowing students with orthopedic impairments to engage in the same hands-on learning experiences as their non-disabled peers.

10. (B) Using structured visual checklists for water-saving tasks and hands-on watering measurements.
For students with moderate intellectual disabilities, instructional design should prioritize functional skills and concrete learning. Visual checklists provide a predictable sequence of tasks, reducing cognitive load and assisting with memory. Hands-on activities, such as measuring water use, make abstract conservation concepts tangible. This task-analyzed approach allows the student to participate meaningfully in environmental education by focusing on observable behaviors.

11. (A) Providing the same test paper printed in 18-point bold font with high-contrast diagrams.
An adaptation changes how a student accesses information or demonstrates learning without altering fundamental content or difficulty. Providing a science test in large, high-contrast print is an adaptation because academic expectations remain identical to the standard version. In contrast, modifications involve changing what the student is expected to learn. Large font specifically addresses visual access while maintaining standard grade-level rigor.

12. (A) Both A and R are true and R is the correct explanation of A
Deafblindness significantly impacts the ability to receive information from a distance through sight or sound. Consequently, the proximal senses of touch and movement become the primary avenues for exploring the world. Science instruction must rely on tactile and kinesthetic experiences to convey concepts like texture and physical change, as these provide direct, reliable sensory data for building conceptual understanding.

13. (B) Only I and III
Individualized Education Program goals for students with dyscalculia should focus on functional measurement skills and compensatory aids. Reading a digital thermometer provides a clear, quantitative target that bypasses complex manual scaling. Using color-coded measuring tools with peer support offers visual and social scaffolding. These goals emphasize practical application and accuracy in scientific data collection despite the student's mathematical difficulties.

14. (C) Classifying
Classifying is a fundamental scientific process skill that involves organizing objects or information into groups based on observable characteristics. When a student sorts leaves by texture and shape, they are identifying similarities and differences to create a logical order. This skill helps students manage complex information and recognize patterns in nature, which is essential for systematic biological study and inquiry.

15. (A) I, II, III, IV
The 5E Instructional Model provides a structured sequence that is beneficial for students with ADHD. It begins with engagement to capture attention, followed by exploration through hands-on activity. Explanation then solidifies concepts, and elaboration allows for the application of knowledge in new contexts. This predictable framework helps maintain focus and ensures that learning is built systematically through active participation.

16. (D) To divide a complex experiment or scientific task into smaller, step-by-step parts.
Task analysis is a pedagogical strategy involving the breakdown of complex scientific procedures into discrete, manageable sub-steps. For students with Autism, this reduces the overwhelming nature of multi-stage experiments. By mastering one small component at a time, the student can eventually complete the entire process independently. This method provides clarity,

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reduces frustration, and supports the systematic acquisition of laboratory skills.

17. (A) Only I, II, and IV
Laboratory safety for students with ADHD requires proactive environmental management and supervision. An uncluttered workspace minimizes distractions and hazards. Close monitoring by a peer or teacher provides immediate feedback and ensures adherence to protocols during high-risk tasks. Clear, visual safety rules serve as constant reminders, helping the student self-regulate their behavior and maintain focus on the experiment's procedural requirements.

18. (C) Allowing diverse expression formats like written papers, physical models, or verbal presentations.
Universal Design for Learning encourages multiple means of expression to accommodate diverse learner profiles. In a lesson on the digestive system, allowing students to demonstrate knowledge through various formats like models or presentations ensures every student can use their strengths. This flexibility removes barriers for students with communication or motor impairments, making assessment more equitable and inclusive for all learners.

19. (A) Both A and R are true and R is the correct explanation of A
Students with intellectual disabilities often struggle with abstract reasoning, making the transition from theoretical concepts to mental images difficult. Using concrete materials, like physical molecular models, provides a tangible representation of invisible structures. These models serve as a bridge, allowing students to touch and manipulate the concepts, which facilitates a more profound and lasting understanding of fundamental scientific principles.

20. (D) Utilizing active visual oscilloscopes or vibrating forks to show wave motion.
Because sound is primarily auditory, students with hearing impairments need visual or tactile ways to understand its nature. Oscilloscopes convert sound waves into visible patterns on a screen, making the invisible visible. Vibrating forks provide a kinesthetic experience of frequency and amplitude. These tools allow the student to "see" or "feel" the physics of sound, bypassing their auditory limitations.

21. (A) Heuristic, Laboratory, and Project methods
Student-centered teaching methods like the heuristic, laboratory, and project approaches can be effectively adapted through scaffolding and guided assistance. These methods prioritize active learning and inquiry, which are essential for developing scientific thinking. By adjusting the level of teacher support, educators ensure that students with special needs participate in authentic discovery while receiving help to succeed in complex tasks.

22. (A) Materials Manager, Data Recorder, and Timekeeper
In cooperative learning, assigning specific, accessible roles ensures every student contributes to the group's success. For students with special needs, roles like materials manager or data recorder allow them to apply their strengths in a structured way. This participation fosters a sense of belonging and accountability, ensuring the student is an active member of the scientific community during lab activities.

23. (A) Both A and R are true and R is the correct explanation of A
Assistive technology, such as a talking thermometer, is vital for promoting independence in students with visual impairments. By converting visual data into auditory output, the device allows the student to collect data without sighted assistance. This empowerment is central to inclusive science education, enabling the student to participate fully in the inquiry process and take ownership of their results.

24. (A) Provide large-handled tools, pre-marked wide containers, and support from a peer partner.
For students with Athetoid Cerebral Palsy, fine motor control is a significant challenge. Adapting the environment with large-handled tools and wide-mouthed containers accommodates involuntary movements and limited precision. Peer support provides additional stability. These physical and social adaptations ensure the student can engage in botanical activities safely and successfully, focusing on scientific objectives rather than motor frustrations or physical barriers.

25. (A) Only I, II, and III
Providing accessible materials and services is fundamental to inclusive science education. Braille tables, sign language interpreters, and text-to-

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speech software are specific accommodations addressing visual, auditory, and reading barriers. These tools ensure students with disabilities have equitable access to scientific information. Excluding students with disabilities from the science curriculum is a violation of their rights and contradicts inclusive educational principles.

26. (A) Both A and R are true and R is the correct explanation of A
Science assessments for students with reading disabilities should focus on conceptual understanding rather than linguistic complexity. By minimizing non-essential narrative text, teachers more accurately measure scientific knowledge. This approach prevents reading speed and decoding difficulties from interfering with the assessment of science-specific competencies. It ensures the evaluation is a true reflection of what the student knows about the natural world.

27. (A) Observation
Observation is the most fundamental scientific process skill, involving the use of all available senses to collect information about the environment. In a science classroom, accurate observation forms the basis for all further inquiry, including questioning and hypothesis formation. Encouraging students to observe carefully helps them notice patterns and details that lead to a deeper, more systematic understanding of scientific phenomena.

28. (C) Permitting the use of speech-to-text software or dictating observations to a scribe.
Dysgraphia affects a student's ability to write legibly and efficiently. In a science context, requiring hand-written lab reports can become an insurmountable barrier. Providing speech-to-text software or a scribe allows the student to express findings without being hindered by physical writing difficulties. This accommodation ensures the grade reflects scientific understanding rather than motor coordination or handwriting quality during the reporting process.

29. (A) Only I, II, and III
A comprehensive lesson plan for an inclusive science classroom must include clear objectives, multi-sensory materials, and specific accommodations. These components ensure the teacher is prepared to meet diverse needs. Using varied materials like tactile graphics and buzzers makes abstract concepts more accessible. In contrast, a uniform evaluation tool without accommodations would unfairly disadvantage students with disabilities, undermining the inclusive environment.

30. (C) Tactually exploring a suction cup's resistance when pulled off a smooth surface.
Air pressure is an abstract concept best understood through direct physical experience. For a visually impaired student, feeling the resistance of a suction cup provides a concrete, tactile demonstration of pressure differences. This haptic experience creates a strong mental model of how air exerts force. It is far more effective than verbal descriptions, as it utilizes the student's primary learning sense.

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31. (B) Offering temporary, structured guidance that is reduced as the learner gains mastery.
Scaffolding is a supportive technique where instructors provide temporary assistance to help students reach higher understanding. For a child with an intellectual disability, this might involve simplifying instructions or providing prompts during inquiry. As the student gains confidence and mastery, support is gradually removed, fostering independence and self-efficacy in scientific exploration within the student's zone of proximal development.

32. (D) Digital microscopes displaying magnified, high-contrast images on a computer monitor.
Digital microscopes are powerful tools for students with low vision because they project magnified images onto large screens. This setup allows for adjustable contrast, brightness, and color settings, making small biological details easier to see. Unlike traditional microscopes, digital versions do not require precise eye placement. This technology ensures that all students can participate effectively in microscopic observations and analysis.

33. (A) Both A and R are true and R is the correct explanation of A
Using multisensory approaches in science involves engaging visual, auditory, kinesthetic, and tactile pathways. This method is effective for students with diverse needs because it provides multiple ways to process and store information. For example, when learning about plant parts, a student might see diagrams, hear names, and touch real specimens. This reinforces memory

and deepens conceptual understanding through varied input.

34. (C) Students with visual impairment
Tools like talking scales and tactile beakers are specifically designed to make measurement data accessible to students with visual impairments. A talking scale provides auditory feedback for weight, while tactile markings allow for manual sensing of volume. These modifications are essential for promoting independence in the laboratory, enabling students to collect data accurately without relying entirely on sighted partners or teachers.

35. (A) Placing the student in the active role of an independent discoverer or investigator.
The heuristic method is based on the philosophy that students should learn by discovering things for themselves. This approach shifts the focus from the teacher as a lecturer to the student as an active investigator. By solving problems and conducting experiments, students develop critical thinking and a deeper understanding of the scientific method. This inquiry-based strategy promotes a lasting interest in science.

36. (A) Only I and II
Concept maps are valuable visual tools that illustrate connections between different scientific ideas. For students with dyslexia, these maps reduce the need for reading large amounts of text by organizing information spatially. They provide a clear structure that helps students identify main ideas and supporting details. This visual representation supports memory and understanding for all learners, particularly those who struggle with text.

37. (A) Only I, II, and IV
An inclusive science lab must be physically accessible to students using motorized wheelchairs. Wide aisles and appropriate knee clearance at tables are necessary for mobility and comfortable positioning. Safety features, like eyewash stations operable by hand or foot, must be within reach. These modifications ensure the physical environment does not hinder a student's ability to participate safely and effectively in laboratory work.

38. (C) Segmenting the task with a visual checklist, active roles, and a low-distraction workspace.
Managing a lab session for a student with ADHD involves creating a structured environment. Segmenting a 45-minute task into shorter parts helps maintain interest and reduces overwhelm. A visual checklist provides clear goals and a sense of progress. By assigning active roles and minimizing environmental distractions, the teacher helps the student stay on task and contribute meaningfully to the laboratory experiment.

39. (D) Providing child-centered, accessible learning environments and appropriate materials.
Inclusive science education requires the curriculum and environment to be adapted to meet all students' needs. This means providing accessible materials and creating a child-centered atmosphere where every learner feels supported. Adaptation ensures students with disabilities can engage with the same core concepts as peers, promoting equity and fostering a sense of belonging within the general education science classroom.

40. (A) Both A and R are true and R is the correct explanation of A
Formative assessment is an ongoing process providing immediate feedback to both teacher and student. For students with learning difficulties, this is beneficial as it allows early identification and correction of misconceptions. By monitoring progress throughout a unit, the teacher adjusts instruction in real-time, ensuring students receive necessary support to master scientific concepts before moving on to new, more complex material.

41. (B) Tactile raised-line drawing board with a rubber mat
Low-tech assistive technologies are simple, non-electronic tools that improve accessibility. A tactile raised-line drawing board is an excellent example, as it allows students with visual impairments to create and feel their own drawings. This tool is inexpensive and easy to use, providing a vital way for students to explore spatial concepts and engage in creative expression during science inquiry activities.

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42. (B) The teacher completes the initial steps, prompting the student to perform only the final step.
Backward chaining is a task-analysis strategy where the student first learns to complete the final step of a multi-stage process. The teacher performs all previous steps, allowing the student to experience the success of finishing the task. Once the final step is mastered, the student learns the penultimate step. This method provides immediate reinforcement and is effective for students with moderate intellectual disabilities.

43. (A) Only I, II, and III
Inclusive science instruction involves using varied resources to ensure all students can access content. Tactile diagrams and screen-reading software with alt-text are essential for students with visual impairments. High-contrast colors on models help those with low vision. However, video lectures without captions create barriers for students with hearing or processing difficulties. Effective teaching requires instructional materials to be designed with accessibility.

44. (C) Aligning scientific concepts with the student's immediate physical and social environments.
Environmental validity ensures science curriculum is relevant to a student's daily life and surroundings. For students with developmental disabilities, this means teaching concepts with immediate practical application. By connecting scientific ideas to the student's physical and social world, educators make learning more meaningful and easier to generalize. This approach fosters independence and helps students understand the direct importance of science.

45. (A) Only I, II, III, and IV
Universal Design for Learning emphasizes providing multiple ways to engage students in learning. Offering choices in tools, varying challenge levels, and using visual schedules are effective strategies for promoting engagement in a science lab. Peer-collaborative roles also foster social interaction and support. However, mandating complete silence can be a barrier for many students, including those who learn through verbal discussion.

46. (C) Dropping simple items from different heights to observe their downward motion and physical landing.
For students with intellectual disabilities, learning is most effective when it is concrete and observable. Teaching gravity through the simple action of dropping items allows the student to see and feel the force in action. This hands-on experience provides a tangible foundation for understanding an abstract concept. It avoids complex formulas, focusing instead on direct, physical evidence the student can process.

47. (C) A is true but R is false.
Indian Sign Language is vital for the conceptual understanding of deaf students in science classes. It provides a visual way to represent complex terms. However, the idea that spoken languages are easily understood by deaf students without translation is incorrect. Deaf students require visual supports, such as sign language or captions, to access information presented during oral lectures and group discussions.

48. (D) Arranging an accessible route where all students can study the plants together.
Inclusion means ensuring all students can participate in all educational activities, including field trips. When a physical barrier is encountered, the teacher should look for accessible alternatives that allow everyone to stay together. Ensuring accessibility promotes equity and ensures no student is excluded because of physical limitations. This collective approach reinforces the value of inclusion and shared learning experiences for everyone.

49. (A) Open-mindedness
Developing a scientific attitude involves fostering qualities like open-mindedness, curiosity, and critical thinking. In an inclusive classroom, open-mindedness is particularly important as it encourages students to consider different perspectives and be receptive to new evidence. This attitude helps students move away from bias and approach problems with a logical, evidence-based mindset. Promoting these values ensures all students develop essential scientific habits.

50. (C) Summative Evaluation
Summative evaluation occurs at the end of an instructional period to assess what students have learned. In a science unit, this might involve a

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final test, project, or lab report. For students with learning disabilities, these evaluations must be appropriately adapted to ensure they can accurately demonstrate knowledge. Summative results are used to determine final grades and measure overall achievement levels.

51. (D) Only I, II, III, IV, and V
Students with dysgraphia benefit from accommodations that reduce the physical demands of writing. Oral exams, word processors, and scribes allow students to communicate scientific knowledge without the barrier of poor handwriting. Reducing spelling requirements for technical terms and providing extra time further ensure assessments are fair. These strategies focus on evaluating scientific understanding rather than motor skills or writing speed during testing.

52. (D) Providing gloves or clear sealed bags for tactile investigation without direct skin contact.
For a student with Autism who has tactile defensiveness, touching certain materials can be distressing. Providing gloves or using sealed bags allows the student to explore soil textures without direct skin contact. This accommodation respects the student's sensory needs while allowing participation in the activity. It is a thoughtful way to ensure students achieve learning objectives without experiencing sensory overload or emotional distress.

53. (B) That learner variability is systematic, requiring flexible instructional pathway designs.
Universal Design for Learning is built on the premise that all students are different and these differences are predictable. Therefore, a one-size-fits-all curriculum is inherently flawed. UDL calls for flexible instructional pathways adapted to meet diverse needs from the start. This approach ensures all students have multiple ways to access, engage with, and express their learning in the science classroom.

54. (A) Both A and R are true and R is the correct explanation of A
Task analysis is an effective strategy for teaching complex procedural skills, such as using a microscope. By breaking the process into smaller, sequential steps, the teacher makes the task manageable for a student with an intellectual disability. Each step is taught and practiced individually until the student can perform the entire sequence. This systematic approach reduces confusion and builds learner confidence.

55. (D) A visual communication board containing diverse pictograms of scientific concepts.
Alternative and Augmentative Communication tools are essential for students who are non-verbal or have severe communication impairments. A visual communication board with pictograms allows these students to express ideas and participate in scientific discussions. By pointing to symbols representing concepts, the student contributes meaningfully to group work. This tool ensures communication barriers do not prevent the student from demonstrating scientific understanding.

56. (A) Using tactile string models and high-intensity lasers on high-contrast surfaces.
Teaching light reflection to students with low vision requires a multisensory approach. Tactile string models provide a physical way to trace light paths, while high-intensity lasers on high-contrast surfaces make the visual aspect easier to see. This combination of touch and enhanced vision helps the student build a clear mental model of how light behaves, making an abstract concept concrete.

57. (D) Only I, II, III, and IV
An inclusive lesson on magnetism should use a variety of aids to accommodate different learning styles. Tactile compasses, strong magnets, and a range of materials for testing are essential for hands-on exploration. Audio-described videos provide another layer of information for students who are visually impaired. Together, these resources create a rich, multisensory environment that ensures all students can understand magnetic fields.

58. (B) To partner with the science teacher on adapting materials, workstations, and safety.
The primary role of a special educator in an inclusive science laboratory is to collaborate with the subject teacher. Together, they work to adapt materials, workstations, and safety protocols to ensure students with disabilities can participate fully and safely. This partnership ensures both scientific content and individual needs are addressed, creating an environment where all learners have the support required for success.

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59. (A) It addresses the diverse sensory and cognitive learning modalities of students.
The VAKT approach—Visual, Auditory, Kinesthetic, and Tactile—is beneficial because it engages multiple senses during learning. By providing information in different ways, teachers meet the diverse needs of all students in an inclusive classroom. This multisensory method reinforces concepts, improves memory, and ensures students who struggle with one type of sensory input can still access material through other channels.

60. (C) Using wide plastic containers, secure support clamps, and a peer partner to assist with pouring.
For a student with tremors, traditional lab equipment can be difficult to use. Adapting the experiment with wide-mouthed plastic containers and secure clamps provides stability and reduces the risk of spills. A peer partner can also provide assistance with delicate tasks. These modifications ensure the student can participate safely in the chemistry lab, focusing on scientific goals while having physical support.

61. (A) Both A and R are true and R is the correct explanation of A
Explicit instruction is a structured method for teaching new information, especially complex vocabulary, to students with intellectual disabilities. It involves direct teacher modeling, guided practice, and immediate, systematic feedback. This approach reduces cognitive load by breaking information down and providing a clear path to mastery. It ensures students understand and can use new scientific terms correctly in their laboratory work.

62. (C) Engaging in active exploration where students investigate and draw conclusions.
Inquiry-based learning is a student-centered approach focusing on active exploration and investigation. Instead of just listening to lectures, students are encouraged to ask questions, conduct experiments, and draw conclusions based on evidence. This method fosters critical thinking, problem-solving, and a deep understanding of the scientific process. It is highly effective in inclusive classrooms because it allows students to engage meaningfully.

63. (B) Supplying a fill-in-the-blank page containing diagrams and a word bank.
For a student with a learning disability in writing, a blank page can be overwhelming. Providing a fill-in-the-blank worksheet with diagrams and a word bank is an excellent example of scaffolding. It reduces physical and cognitive demands while allowing the student to demonstrate understanding of the water cycle. This structured support helps the student organize thoughts and complete tasks independently.

64. (D) Providing a 3D physical model with tactile plant cell textures and large-print labels.
A 3D physical model is a superior resource for students with visual impairments as it allows for tactile exploration. By feeling different textures and structures, the student builds a more accurate mental representation of plant anatomy than from flat diagrams. When paired with large-print labels, these models provide an accessible way for all students to learn about biological structures and functions.

65. (A) Only I, II, III, and IV
Effective assessment in an inclusive science classroom should be varied and ongoing. Peer assessments, oral explanations, and portfolios are valuable tools that provide a complete picture of student progress. These strategies allow students to demonstrate learning in different ways and receive regular feedback. High-stakes, timed exams without accommodations are not inclusive as they unfairly disadvantage students with various learning needs.

66. (C) Allowing Neil to sort physical animal models into labeled baskets using visual communication tools.
For a student with a severe expressive language disorder, an oral presentation or long essay is not an appropriate assessment. Instead, a hands-on activity like sorting physical animal models allows the student to demonstrate understanding of classification through action. This method is inclusive because it focuses on conceptual knowledge while bypassing communication difficulties, providing a fair and accurate evaluation of learning.

67. (A) Adaptive syringe dispensers with large handles and non-slip bases.
Students with fine motor difficulties often struggle with standard lab tools like small pipettes.

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Adaptive equipment, such as syringe dispensers with large handles and non-slip bases, provides a more stable alternative. These tools allow students to perform delicate tasks with greater precision and independence. Using adaptive equipment ensures that physical challenges do not prevent students from participating in hands-on scientific experimentation.

68. (A) Both A and R are true and R is the correct explanation of A
Graphic organizers, like Venn diagrams, help students with learning disabilities organize and compare complex information visually. By representing similarities and differences between concepts like respiration and photosynthesis, these tools reduce the need for heavy text processing. They highlight patterns and connections, making abstract ideas manageable. This visual structure supports memory, comprehension, and the ability to synthesize scientific information.

69. (B) Having them touch containers of warm, room-temperature, and icy water with signs.
For a student who is deafblind, learning occurs through the proximal senses of touch and movement. Touching water at different temperatures provides a direct, tactile experience of heat and cold. When combined with appropriate signs or tactile cues, this experience helps the student build a concrete understanding of temperature. This method is effective because it relies on the student's reliable senses.

70. (C) Offering choices like verbal descriptions, 3D physical models, or slide shows.
Universal Design for Learning advocates for providing students multiple ways to demonstrate what they have learned. In science, this means moving beyond traditional written tests and offering choices like verbal reports, 3D models, or digital presentations. This flexibility allows all students, including those with disabilities, to use their strengths to express understanding, ensuring assessment is a true reflection of knowledge.

71. (D) To nurture the curiosity of the child about the natural environment.
At the primary level, the main goal of science education is to encourage children's natural curiosity and wonder about the world around them. This involves teaching them to observe, ask questions, and explore their environment systematically. By nurturing this curiosity, educators lay the foundation for a lifelong interest in science and the development of essential, early inquiry skills and attitudes.

72. (A) Utilizing a speaking digital pH sensor or tactile liquid indicator strips with peer support.
For a student who is blind, observing color changes in litmus paper is not possible. To make this experiment inclusive, the teacher can use a speaking digital pH sensor that provides auditory feedback or tactile liquid indicator strips. These adaptations allow the student to collect data independently through hearing or touch. With peer support, the student can participate fully in the investigation.

73. (B) Working in mixed groups where each student has an accessible, predefined role.
Cooperative learning in an inclusive classroom involves students working together in small, mixed-ability groups to achieve a common goal. Each student is assigned a specific, accessible role that contributes to the group's success. This approach fosters social interaction, communication, and peer support. It ensures every student is an active and valued member of the scientific community, learning collaboratively in the lab.

74. (B) Supplying a simple electronic calculator alongside a visual formula guidance card.
Students with dyscalculia face significant challenges with mathematical operations and symbols. In a physics lab, these difficulties can hinder their ability to calculate results like speed. Providing an electronic calculator and a visual formula card are effective accommodations that allow the student to perform necessary math without being held back. These tools help the student focus on the underlying scientific principles.

75. (A) Standardizing special educator training and maintaining official professional registries.
The Rehabilitation Council of India is a statutory body responsible for regulating and standardizing training programs for professionals working with people with disabilities. For special educators teaching science, the RCI ensures they have the necessary skills to provide high-quality, inclusive education. By maintaining a professional registry, the RCI helps ensure qualified individuals are working in the field, promoting student welfare.

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76. (C) Hypothesizing
Hypothesizing is a key scientific process skill involving the creation of a tentative, testable explanation for an observation or scientific problem. It is a vital part of the inquiry process, providing a focus for experimentation and data collection. Encouraging students to develop their own hypotheses helps them think critically and logically. This skill is essential for understanding how scientific knowledge is built.

77. (D) Utilizing brief interactive digital simulations and physical models of planets.
For students with severe attention issues, traditional long-form lectures can be challenging. Using brief, interactive digital simulations and physical models of planets can capture and maintain their interest. These tools provide visual and hands-on engagement, which is more effective than passive listening. By breaking information into engaging segments, teachers help students stay focused and develop a better understanding of complex topics.

78. (C) Handheld optical magnifiers and CCTV zoom systems.
Low-vision aids, such as handheld optical magnifiers and closed-circuit television zoom systems, are essential for students with visual impairments in a science lab. These tools allow students to see small details on specimens, read manuals, and view instrument data more easily. By magnifying and enhancing images, these aids promote independence and ensure students with low vision can participate in all inquiry.

79. (B) Combining captioned video clips, physical soil specimens, and a garden walk.
A multisensory approach to teaching ecosystems involves engaging students through multiple channels. Combining captioned videos for visual learners, physical soil specimens for tactile exploration, and a garden walk for a real-world experience ensures all students can access the material. This varied approach reinforces learning, builds deeper understanding, and provides multiple ways for students to connect with scientific concepts in a meaningful way.

80. (D) Statements of performance, annual goals, accommodations, and evaluation rules.
An Individualized Education Program is a personalized plan for a student with a disability. In science, this document includes statements of current performance, clear annual goals, and specific accommodations or modifications needed to succeed. It also outlines how progress will be evaluated. The IEP ensures individual needs are met and the student has necessary support to achieve their potential in the classroom.

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81. (A) Utilizing concrete materials, step-by-step guidance, and direct modeling.
Effective science instruction for students with intellectual disabilities uses concrete materials and direct, step-by-step guidance. Teachers should model each task clearly and provide plenty of practice opportunities. This approach helps students build understanding through direct experience and reduces the need for abstract reasoning. By providing structure and support, educators ensure students engage with and master concepts at an appropriate developmental level.

82. (C) Disassembling a real, large flower paired with labeled tactile spatial guides.
For a student with a visual impairment, disassembling a real, large flower provides a valuable tactile experience. By touching and feeling different parts, the student builds an accurate mental map of its structure. When paired with tactile spatial guides, this hands-on activity becomes a powerful learning tool. It allows for a level of detail and understanding not achieved through verbal descriptions alone.

83. (A) Active student construction of scientific knowledge through hands-on exploration.
The constructivist approach is based on the idea that students build their own understanding through experience and reflection. In science, this means students are active participants, conducting experiments and making their own discoveries. Instead of being passive recipients of information, they are encouraged to ask questions, explore, and construct their own knowledge. This hands-on approach leads to deeper, more lasting understanding.

84. (D) Providing accurate closed captioning, printed scripts, and sign translation.
To make science videos accessible to students with hearing impairments, teachers should provide closed captioning, printed scripts, and sign language translation. These accommodations ensure the student accesses information being presented, even if they cannot hear audio.

Captions provide a written version, while sign language offers a visual translation. Together, these tools ensure all students benefit from visual and auditory information.

85. (B) Scratching and comparing real mineral specimens in a simple hands-on lab.
Teaching mineral properties to students with intellectual disabilities is most effective through concrete, hands-on activities. Scratching and comparing real mineral specimens allows students to see and feel differences in hardness and texture. This direct experience provides a tangible foundation for understanding concepts that might otherwise be too abstract. It is a much more engaging and effective way for these students to learn.

86. (C) Well-labeled storage with visual symbols, wide walkways, and non-slip floors.
A safe and accessible science classroom is designed to be inclusive. This includes having wide walkways for mobility aids, well-labeled storage with visual symbols for those who struggle with reading, and non-slip floors to prevent accidents. These features ensure the environment is welcoming and easy to navigate. By creating an accessible space, educators ensure all students participate fully in scientific activities.

87. (D) Enhancing social connections and reinforcing ideas for tutor and tutee.
Peer-tutoring is a valuable strategy in inclusive science classrooms because it benefits both the tutor and the tutee. For the student being tutored, it provides individual support. For the tutor, explaining concepts helps reinforce their own understanding. Additionally, peer-tutoring fosters social connections and builds a sense of community, making the classroom a more supportive and effective environment for everyone.

88. (A) Focusing on functional science ideas like temperature and toxicity instead of formulas.
Cognitive modification involves changing what a student is expected to learn to better match their abilities. For a student with a severe intellectual disability, this means focusing on functional science concepts with practical daily application, such as safety or basic temperature, rather than abstract formulas. This approach ensures the student learns meaningful material, promoting greater independence and a sense of achievement.

89. (B) Thermoformed tactile maps featuring raised lines for constellations.
Astronomy can be challenging for students with visual impairments because it is visually based. Thermoformed tactile maps are tools that help make this field accessible. These maps use raised lines and textures to represent constellations, allowing students to "see" the sky through touch. By using these aids, students explore spatial relationships between stars and develop an understanding of the universe.

90. (B) Delivering immediate, supportive guidance during tasks to guide understanding.
Formative feedback is an essential part of the learning process, particularly for students with learning disabilities. By providing immediate guidance while a task is being performed, teachers help students stay on track and correct misconceptions as they arise. This type of feedback is more effective than waiting until the end of a unit, as it builds student confidence and understanding.

91. (A) Large-handle adaptive tweezers and non-slip mats
Students with orthopedic impairments face challenges with fine motor tasks, such as handling small laboratory items. Large-handle adaptive tweezers and non-slip mats are designed to make these tasks easier and more secure. The larger grip is easier to hold, and the mat prevents items from sliding. These tools promote independence and safety, ensuring physical limitations do not prevent participation in experiments.

92. (C) Guiding them to measure temperatures and identify simple weather trends directly.
Applying a constructivist approach to a weather unit involves guiding students to discover patterns for themselves. For a child with a learning disability, this might involve measuring daily temperature and identifying simple trends. By being actively involved in data collection, the student builds their own understanding of weather. This hands-on, evidence-based method is more effective than just memorizing facts from a textbook.

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93. (D) Adjusting workbench heights, widening walkways, and reducing room glare.
Environmental adaptations in a science lab are physical changes that make the space more accessible. This can include adjusting workbench heights for wheelchair users, widening walkways, and reducing glare for students with visual impairments. These changes ensure the physical environment is not a barrier to learning. By creating an accessible space, educators ensure all students have an equal opportunity to participate.

94. (C) Recognizing household hazards through clear visual safety symbols.
For students with moderate intellectual disabilities, it is important to include functional science skills in their IEP. Recognizing household hazards through clear visual symbols is an excellent example of a practical, life-based skill. This type of learning has immediate application and helps promote the student's safety and independence. By focusing on these skills, educators ensure the science curriculum is meaningful.

95. (B) Teaching the child in general classrooms with peers using necessary accommodations.
The concept of Least Restrictive Environment means students with disabilities should be educated with non-disabled peers to the greatest extent possible. In science, this means students should be in general classrooms with the necessary accommodations to help them succeed. This approach promotes social inclusion and ensures all students have the opportunity to learn from each other in an equitable environment.

96. (D) Tactile relief globes featuring textured borders and raised land.
Geography can be a very visual subject, making it challenging for students with visual impairments. Tactile relief globes are tools that help make this field more accessible. These globes use textured borders and raised landforms to represent different features, allowing students to explore the world through touch. By using these aids, students develop an understanding of the earth's features and spatial relationships.

97. (A) Assembling low-voltage batteries, switches, and small bulbs to see them light up.
For students with intellectual disabilities, abstract concepts like electric current are best taught through concrete, hands-on activities. Assembling a simple circuit allows students to see and feel the results of their actions. When the bulb lights up, it provides immediate evidence of the current. This direct experience is more effective than a verbal lecture, helping the student build a tangible understanding.

98. (C) Step-by-step teacher modeling, guided practice, and structured reviews.
Direct instruction is a structured teaching method, especially for students with learning difficulties. It involves a clear, step-by-step approach where the teacher models the task, provides guided practice, and then allows for independent work. This method includes regular reviews to ensure information is retained. By providing a clear structure, direct instruction helps students stay focused and build their scientific knowledge systematically.

99. (A) Providing low-distraction environments, shorter exam segments, and brief breaks.
Students with ADHD often struggle with long-term focus and are easily distracted by their surroundings. To help them succeed on a science test, teachers can provide a low-distraction environment, break the exam into shorter segments, and allow for brief breaks. These accommodations help the student stay on task. By reducing distractions, educators ensure the assessment is a fair reflection of knowledge.

100. (D) Offering flexible instructional pathways, materials, and diverse assessments.
Universal Design for Learning focuses on creating flexible instructional pathways to accommodate systematic learner variability. In science, this means providing multiple means of representation, engagement, and expression. By offering diverse materials and assessments, educators remove barriers to learning. This framework ensures that all students, regardless of their specific needs, can access the curriculum and demonstrate their scientific understanding effectively.

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CHAPTER 05
Pedagogy of Teaching Mathematics

1. Which of the following statements best describes the structural nature of mathematics as a discipline, particularly in the context of designing instructional adaptations for learners with intellectual disabilities?
(A) It is an empirical science that relies primarily on observation and inductive generalizations.
(B) It is a hierarchical, logical system where abstract concepts build upon prerequisite schemas.
(C) It is a linguistic system containing arbitrary symbols that lack inherent logical structures.
(D) It is an intuitive domain of knowledge that cannot be broken down into systematic tasks.

2. A Class 4 teacher is designing a mathematics lesson on two-digit multiplication. Rohan, a student with dyscalculia, struggles to align numbers vertically during multi-digit multiplication, which leads to procedural errors. The teacher provides Rohan with a grid sheet containing enlarged squares and color-coded columns for place values (tens and ones).
Which of the following adaptations does this intervention represent?
(A) Modification of the conceptual instruction that lowers the academic grade-level standard
(B) Alternative sensory curriculum design substituting multi-digit multiplication with addition
(C) Environmental adaptation addressing issues related to physical classroom layout and accessibility
(D) Accommodation in the presentation of the mathematical task without changing the learning standard

3. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Students with Visual Impairment (VI) require the use of tactile graphics and Nemeth Code to access algebraic expressions.
Reason (R): Nemeth Code is a specialized braille code that translates standard print mathematical, scientific, and technical symbols into tactile braille representations.
Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following is a key feature of the "Concrete-Representational-Abstract" (CRA) instructional sequence in mathematics for students with learning disabilities?
(A) Introducing abstract symbolic equations first to build high cognitive challenge, followed by concrete materials
(B) Restricting instruction entirely to the concrete manipulative level to prevent overload during abstract tasks
(C) Systematically transitioning from physical manipulatives to pictorial drawings, and finally to abstract symbols
(D) Teaching abstract symbols and concrete representations simultaneously without providing any structured transition phase

5. Consider the following instructional objectives for teaching geometry to a student with low vision:
I. Identify a three-dimensional sphere from a tactile model with 100% accuracy.
II. Construct a three-dimensional cube using tactile-labeled developmental nets.
III. Solve complex algebraic equations containing coordinate geometry variables.
Which of the above objectives represent realistic, adapted goals for a student with low vision in an inclusive geometry classroom?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

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6. When planning mathematics instruction for a child with Autism Spectrum Disorder (ASD) who exhibits hyperfocus on specific numbers but struggles with abstract word problems, which strategy is most effective?
(A) Eliminating numerical values from instruction to focus on qualitative mathematical reasoning
(B) Relying on complex verbal explanations without visual aids to build auditory processing
(C) Avoiding structured math tasks and allowing the student to engage in self-directed play
(D) Using highly structured visual task-strips that break down word problems into concrete, sequential steps

7. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In teaching mathematics to students with intellectual disabilities, task analysis is an essential planning tool.
Reason (R): Intellectual disability is characterized by significant limitations in intellectual functioning and adaptive behavior, making it difficult to process complex, multi-step mathematical operations without sequential breakdown.
Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. In a Class 3 inclusive classroom, a child with Cerebral Palsy (CP) who has severe fine motor tremors is unable to hold a standard pencil to write numbers on a worksheet. The special educator introduces a magnetic board with large, 3D magnetic numbers for the student to construct mathematical equations during the lesson on addition.
Which type of assistive tool does this intervention represent?
(A) High-tech speech-generating device
(B) Curricular modification reducing the difficulty level
(C) Low-tech physical manipulation accommodation
(D) Alternative and augmentative communication system for literacy only

9. Consider the following pedagogical steps used in the instruction of subtraction with regrouping for a student struggling with mathematics:
I. Using physical base-ten blocks to represent the subtraction process physically.
II. Drawing tallies or pictures of base-ten blocks to solve the subtraction problem.
III. Writing and solving the standard mathematical algorithm using numerical digits.
IV. Memorizing the rules of subtraction through repetitive verbal recitation.
Which of these steps are part of the evidence-based Concrete-Representational-Abstract (CRA) instructional sequence?
(A) I, II, and III
(B) I, II, and IV
(C) I, III, and IV
(D) II, III, and IV

10. According to the "Universal Design for Learning" (UDL) guidelines, which of the following practices represents a means of "Multiple Means of Action and Expression" in a mathematics classroom?
(A) Allowing students to express geometry knowledge through 3D models, hand-drawn diagrams, or written explanations
(B) Presenting complex mathematical concepts through a combination of spoken explanations, videos, and tactile diagrams
(C) Utilizing interactive computer software that provides immediate, individualized academic feedback during practice sessions
(D) Highlighting key mathematical vocabulary using a highly visible, consistent color-coding system on the whiteboard

11. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The abacus (specifically the Cranmer Abacus) is a highly effective tool for developing computational fluency in students with visual impairment.
Reason (R): The Cranmer Abacus allows students with visual impairment to perform calculations through tactile manipulation of beads, serving as a substitute for paper-and-pencil calculation.
Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

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(D) A is false but R is true

12. A special educator notices that a student with specific learning disability in mathematics consistently makes the following error:

$$45 - 19 = 34$$
$$62 - 38 = 36$$

Upon error analysis, what is the primary conceptual deficit demonstrated by the student?
(A) Systemic lack of fluency in basic single-digit addition and subtraction facts memorization
(B) Failure to understand regrouping, resulting in subtracting the smaller digit from the larger
(C) Inability to align numbers vertically on a grid page, leading to visual errors in calculations
(D) Lack of developmental conservation of numbers and basic one-to-one correspondence

13. Consider the following mathematical tools:
I. Geoboard with rubber bands
II. Tactile raised-line drawing board
III. Standard digital graphing calculator
IV. Cranmer Abacus
Which of the tools listed above are suitable for providing tactile feedback to a blind student learning spatial and geometrical concepts?
(A) I, II, and IV only
(B) I and II only
(C) II and III only
(D) I, II, III, and IV

14. An 8-year-old student, Aarav, exhibits severe math anxiety and low self-efficacy. Whenever presented with a worksheet of ten division problems, he shuts down, hides under his desk, or tears the paper. The special educator modifies the task by presenting only one division problem per page, surrounded by white space, and offering praise after each completed step.
This intervention is an application of which behavioral concept to mathematics instruction?
(A) Shaping through successive approximations
(B) Negative reinforcement through task avoidance
(C) Stimulus fading and task presentation adaptation
(D) Flooding by exposing the student to complex operations

15. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Under Section 32 of the Rights of Persons with Disabilities (RPWD) Act, 2016, reservation of seats is provided in higher education institutions, which necessitates adapted entrance assessments in mathematics.
Reason (R): Adapting assessment formats ensures that students with benchmark disabilities are not excluded due to inaccessible testing materials or procedural barriers.
Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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16. Which of the following represents an instructional accommodation in mathematics assessment for a student with moderate Attention Deficit Hyperactivity Disorder (ADHD)?
(A) Reducing the number of questions on the exam by half and omitting the difficult concepts
(B) Allowing the student to copy answers directly from a mathematics formula sheet during a conceptual test
(C) Providing a quiet, distraction-free testing environment with frequent scheduled sensory breaks
(D) Grading the student based on effort rather than the correctness of their mathematical solutions

17. Consider the following combinations of a mathematical tool and its primary educational function for students with visual impairment:
I. Taylor Frame - Setting up and solving algebra, arithmetic, and calculus equations using brass metal octagonal pegs.
II. Cranmer Abacus - Performing rapid calculation steps using beads on rods with a felt backing to keep beads in place.
III. Geoboard - Demonstrating geometric shapes, symmetry, area, and perimeter using rubber bands on a grid of pins.
IV. Nemeth Code - A physical machine that cuts tactile paper into 3D geometric shapes automatically.
Which of the combinations are correct?
(A) I, II, and III only
(B) I and III only
(C) II and IV only
(D) I, II, III, and IV

18. Which of the following is an example of a "Curriculum-Based Measurement" (CBM) task or tool in mathematics?
(A) A standardized, norm-referenced academic intelligence scale administered to students every three years
(B) A diagnostic clinical psychological interview conducted in a structured setting by an educational therapist
(C) A highly personalized student self-reflection journal entry detailing ongoing emotional feelings about math
(D) A weekly, two-minute timed probe consisting of calculations aligned directly to the standard school curriculum

19. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Bruner's "enactive" stage of cognitive representation highly corresponds to the "concrete" phase of the Concrete-Representational-Abstract (CRA) instructional model.
Reason (R): Both models emphasize that initial cognitive schemas of abstract concepts are formed through active physical manipulation of concrete environmental objects.
Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

20. A student with moderate Intellectual Disability is learning functional mathematics. The theme is "supermarket shopping" where the student must identify prices of items, add simple whole numbers, and exchange mock currency.
This instructional approach is best classified as:
(A) Abstract mathematical formalization
(B) Cognitive developmental acceleration
(C) Functional mathematics curriculum
(D) Pure discovery-based inquiry learning

21. Consider the following components of an Individualized Education Programme (IEP) related to mathematics instruction:
I. Current level of educational performance in mathematics.
II. Annual measurable goals and short-term instructional objectives in mathematics.
III. Specific special education and related services, including accommodations and assistive technology.
IV. A declaration of complete exemption from all mathematical evaluations.
Which of the statements listed above are correct for a child with a benchmark disability?
(A) I, II, and III only
(B) I and II only
(C) II, III, and IV only
(D) I, II, III, and IV

22. What is the main purpose of "Error Analysis" in the diagnostics of mathematics learning difficulties?
(A) To systematically assign academic grades and rank individual students within a normative general education peer group
(B) To enforce strict compliance when students fail to adhere to the standard procedural algorithms taught in the classroom
(C) To document a student's cognitive capability to process abstract numbers
(D) To identify systemic, pattern-based mathematical misconceptions in calculations rather than simple careless errors

23. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): National Education Policy (NEP) 2020 places a strong emphasis on achieving Foundational Literacy and Numeracy (FLN) for all children by Grade 3.
Reason (R): Early mastery of mathematical thinking and basic operations is highly predictive of future academic success and cognitive development.
Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

24. A student with a hearing impairment who uses Indian Sign Language (ISL) is learning mathematical terms like "fraction," "percent," and "ratio." Which of the following is the most appropriate instructional practice for the teacher?
(A) Relying on speech-reading techniques without using visual supports or graphic

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representations
(B) Shifting the student to simplified arithmetic lessons instead of advanced mathematical concepts
(C) Developing clear, bilingual visual sign dictionaries and graphic organizers designed to illustrate each mathematical concept
(D) Having the student write complex vocabulary words repeatedly to memorize their spelling

25. Consider the following developmental theories and their applications to mathematics learning:
I. Jean Piaget - Importance of hands-on exploration to develop mathematical conservation (e.g., conservation of number, volume).
II. Lev Vygotsky - Using peer tutoring and the Zone of Proximal Development (ZPD) to scaffold mathematical problem-solving.
III. Jerome Bruner - The progression of mathematical learning through Enactive, Iconic, and Symbolic representation.
IV. B.F. Skinner - Utilizing immediate reinforcement and computerized drill-and-practice programs for mathematical operational fluency.
Which of these matches are pedagogically sound?
(A) I, II, and III only
(B) II and IV only
(C) I, II, III, and IV
(D) I and III only

26. In an inclusive Class 5 mathematics lesson on decimals, a teacher uses peer-assisted learning strategies (PALS). She pairs a student with Specific Learning Disability (SLD) in math with a high-achieving peer. The peer uses structured prompting cards to guide the student with SLD through drawing decimal grids.
This model of peer support primarily aims to:
(A) Provide cognitive academic scaffolding and social integration within the Zone of Proximal Development
(B) Relieve the general education classroom teacher of their primary instructional and lesson planning duties
(C) Group students of identical learning abilities together to prevent interpersonal classroom frustration
(D) Formally assess the high-achieving peer's emerging pedagogical capabilities and peer mentoring skills

27. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In the teaching of mathematics to students with Visual Impairments, tactile diagrams are superior to verbal descriptions alone.
Reason (R): Tactile diagrams provide direct spatial representation of geometric relationships that are difficult to construct purely through sequential verbal language.
Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. Which of the following is an INCORRECT practice when using concrete manipulatives (such as algebra tiles or Cuisenaire rods) with children with special needs?
(A) Ensuring the manipulatives are introduced with explicit, systematic instruction connecting them to the written mathematical symbols
(B) Leaving the manipulatives on the table for free play during formal assessments without prior guided instruction
(C) Choosing manipulatives that are physically manageable and tactilely distinct for learners with physical or sensory impairments
(D) Keeping the physical layout of the manipulatives consistent to prevent spatial confusion

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29. Consider the following characteristics of a lesson plan developed for an inclusive mathematics class:
I. It specifies learning goals aligned with different tiers of achievement (Universal Design for Learning).
II. It includes explicit plans for co-teaching between the general educator and the special educator.
III. It outlines specialized assistive devices needed by specific students (e.g., tactile rulers, talking calculators).
IV. It utilizes a singular, rigid instructional lecture method for all learners.
V. It schedules formative assessment checks at key transition points during the lesson.
Which of these characteristics represent

exemplary practices in inclusive lesson planning?
(A) I, II, III, and V only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, IV, and V

30. Which of the following options defines "Dyscalculia" as categorized under Specific Learning Disabilities in the Rights of Persons with Disabilities (RPWD) Act, 2016?
(A) A persistent neurological writing impairment that primarily affects physical handwriting legibility and the alignment of numerical symbols
(B) An acquired traumatic brain injury resulting in the permanent loss of physical motor control over limbs when performing mathematical tasks
(C) A specific developmental disorder characterized by severe, persistent difficulties in learning number facts and basic calculation procedures
(D) An underlying sensory processing deficit that significantly impedes a student's ability to visually track letters across a standard printed page

31. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): A student with low vision should be encouraged to use a talking calculator during high-stakes standardized assessments in mathematics.
Reason (R): Standardized testing rules do not allow any assistive technology that provides auditory output, as it violates the standardized testing conditions for other students.
Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. Which of the following is an example of a "transitive inference" task, which is a key mathematical-logical skill developed during early childhood?
(A) Matching a concrete physical group of five apples directly to the abstract printed Arabic numeral '5' on a card
(B) Repeating a standard sequence of numbers from 1 to 10 from rote auditory memory without understanding cardinality
(C) Understanding that if Object A is longer than B, and B is longer than C, then Object A must be longer than C
(D) Dividing a standard geometric circle into four equal quadrants and systematically coloring one of those quadrants

33. I. Provision of extra time for completing examination papers containing mathematical calculations.
II. Availability of scribes or amanuensis for students who cannot write due to physical disabilities.
III. Use of adapted assessment materials, such as braille papers, large print, or tactile charts.
IV. Excusing CWSN from all mandatory evaluations and promoting them to the next grade without assessment.
Which of the statements listed above are correct under the provisions of the Rights of Persons with Disabilities (RPWD) Act, 2016?
(A) I, II, and III only
(B) II and III only
(C) I and IV only
(D) I, II, III, and IV

34. A child with moderate intellectual disability is being taught to tell time using an analog clock. The teacher uses a step-by-step program where they first teach the child to read the hour hand, then the half-hour, then the quarter-hour, and finally the five-minute increments.
What instructional methodology is the teacher employing?
(A) Discovery-based unguided exploration
(B) Multisensory global immersion
(C) Incidental trial-and-error teaching
(D) Task Analysis and Chaining

35. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In mathematics, the "equals" sign (=) is frequently misunderstood by young children and those with learning disabilities as an "operator" (meaning "write the answer") rather than a symbol representing relational equivalence.
Reason (R): Mathematics instruction in early grades typically presents equations in a rigid a + b = c format, which reinforces the operational view of the equals sign.

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Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which of the following assistive software programs is specifically designed to allow students with physical disabilities or visual impairments to write, format, and calculate mathematical equations on a computer?
(A) NVDA screen reader with standard Notepad
(B) MS Word without plug-ins
(C) MathTalk / MathType
(D) Audacity

37. Consider the following instructional strategies used by a special education teacher in a secondary math class:
I. Peer Tutoring (pairing students for mutual reinforcement).
II. Explicit Instruction (clear modeling, guided practice, systematic feedback).
III. Mnemonics (e.g., "PEMDAS" or "BODMAS" for order of operations).
IV. Multi-sensory presentation (using visual, tactile, auditory, and kinesthetic inputs).
V. Lecturing without visual aids, tactile graphics, or conceptual models.
Which of these strategies are recommended evidence-based practices for students with special educational needs?
(A) I, II, III, and IV only
(B) I, II, and V only
(C) II, III, and V only
(D) I, II, III, IV, and V

38. A teacher presents a student with ten plastic circles and asks them to count them. The student points to each circle and counts: "1, 2, 3, 4, 5, 6, 7, 8, 9, 10." When the teacher asks, "So, how many circles are there in total?" the student looks confused and recounts them from the beginning.
Which early numeracy principle has this child not yet internalized?
(A) The One-to-One Correspondence Principle
(B) The Stable-Order Principle
(C) The Abstraction Principle
(D) The Cardinality Principle

39. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Dyscalculia is classified under Neurodevelopmental Disorders in DSM-5, pointing to its etiology in brain structure and cognitive processing of numbers.
Reason (R): Remedial teaching in mathematics is ineffective for students with dyscalculia because neurodevelopmental conditions cannot be accommodated through pedagogical interventions.
Select the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. A class 6 math teacher wants to adapt a geometry lesson on identifying angles (acute, right, obtuse) for a student who is completely blind. Which of the following represents the most appropriate pedagogical strategy?
(A) Reading aloud the definitions of angles and asking the student to memorize them
(B) Having the student sit quietly while other students draw angles on the blackboard
(C) Using a tactile protractor and a clock face with movable hands that click at distinct angles
(D) Exempting the student from the geometry unit and assigning basic arithmetic calculations instead

41. Consider the following steps in designing a "Curriculum-Based Measurement" (CBM) progress monitoring plan:
I. Identify the year-long mathematics curriculum standards for the student's grade level.
II. Develop or select multiple equivalent math probes of equal difficulty representing the year-long curriculum.
III. Administer the probes under standardized, timed conditions at regular intervals (e.g., weekly or bi-weekly).
IV. Plot the student's scores on a progress monitoring graph to visualize the trajectory of growth against a target goal line.
V. Change the curriculum completely every time a student fails to make progress on a single weekly probe.

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Which of the steps listed above are correct for a student with mathematical learning difficulties?
(A) I, II, III, and IV only
(B) I, III, and V only
(C) II, III, and IV only
(D) I, II, III, IV, and V

42. In mathematics, the concept of "conservation of volume" is typically mastered during which of Jean Piaget's stages of cognitive development?
(A) Sensorimotor Stage
(B) Preoperational Stage
(C) Concrete Operational Stage
(D) Formal Operational Stage

43. Which of the following is a key function of the Rehabilitation Council of India (RCI) in relation to special education teachers teaching mathematics to children with special needs?
(A) Publishing standard national mathematics textbooks and digital learning resources for all primary government schools in India
(B) Standardizing professional training programs and registering qualified special educators to ensure high academic standards
(C) Directly funding physical classroom infrastructure and purchasing assistive devices for private inclusive schools nationwide
(D) Setting and regulating standardized salary structures and benefits for all certified special education teachers in state-run boards

44. A student with dyslexia often exhibits "transposition of numbers" during mathematics tasks. Which of the following represents this error?
(A) Adding numbers instead of multiplying them
(B) Writing "73" when hearing or reading the number "37"
(C) Forgetting to write the decimal point in a currency equation
(D) Misunderstanding the concept of a triangle

45. Which of the following is an example of an "Alternative Assessment" technique in mathematics for a student with severe intellectual disability?
(A) A math portfolio containing rubrics, photos of completed tactile tasks, and teacher observations of skill application
(B) A standard, high-stakes multiple-choice state-wide mathematics achievement test administered annually to all students
(C) A written closed-book algebra exam with no formulas, reference sheets, or calculator accommodations provided during testing
(D) A highly timed mental mathematics test delivered through fast auditory dictation without any visual references or scratch paper

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46. Under Universal Design for Learning (UDL), providing mathematical worksheets in multiple languages, with added visual glossaries, and tactile representations represents an adaptation in:
(A) Multiple Means of Engagement
(B) Multiple Means of Action and Expression
(C) Multiple Means of Representation
(D) Multiple Means of Behavior Management

47. When teaching "fractions" to a Class 5 student with a mild intellectual disability, which of the following is the most appropriate progression of learning materials?
(A) Standard numeric fraction equations → written definitions of mathematical components → colored fractional drawings on a worksheet
(B) Real-life physical object sharing → pictorial visual fraction circles → abstract numerical notations (1/2, 1/4)
(C) Abstract fraction worksheets on paper → simple verbal explanations of division → formal algebraic fraction proofs on the board
(D) Memorizing formulas for common denominators → solving abstract word problems → drawing manual representations of simple fractions

48. What is the main pedagogical disadvantage of relying solely on "rote memorization" of mathematical algorithms for students with learning disabilities?
(A) It requires far too little classroom instruction time and fails to engage special education teachers in long-term lesson planning.
(B) It makes summative math assessments too simple to pass for both neurotypical students and those with moderate learning difficulties.
(C) It prevents students from developing conceptual understanding and generalizing mathematical skills to practical, real-world contexts.
(D) It is strictly forbidden by international guidelines on curriculum development

and copyright laws governing educational systems.

49. A student with low vision needs to read a mathematics textbook. Which of the following is NOT an appropriate low-vision aid?
(A) Handheld optical magnifier with built-in LED illumination
(B) Standard manual Braille writer without any digital screen
(C) Closed-Circuit Television electronic magnifier with zoom
(D) High-contrast large-print edition of the math textbook

50. Which of the following is a major principle of the "Universal Design for Learning" (UDL) framework in mathematics?
(A) Grouping students strictly by chronological age for standard math instruction
(B) Eliminating mathematical concepts entirely for students who find them challenging
(C) Standardizing a single, rigid instructional method and applying it to all learners
(D) Providing flexible, diverse options for representation, expression, and engagement

51. In Class 3, a teacher notices that a student, Kabir, can count from 1 to 50 but cannot determine which number is larger when presented with the pairs (12, 21) or (9, 11). He also struggles with estimating how many marbles are in a small jar. Kabir is demonstrating deficits in:
(A) Inherent number sense and spatial-numerical mapping
(B) Phonological awareness and letter-sound association
(C) Motor planning skills and gross motor execution tasks
(D) Verbal working memory capacity and simple auditory recall

52. Which of the following represents an appropriate accommodation for a student with dysgraphia during a mathematics assessment on coordinate geometry?
(A) Exempting the student from learning coordinate geometry concepts and reducing academic standards
(B) Grading written theoretical definitions of coordinate geometry terms while ignoring plotting skills
(C) Providing a software program with digital graph paper, or allowing verbal dictation of coordinate points to a scribe
(D) Requiring the student to draw the geometric graphs manually on standard paper until they are precise

53. Which of the following is the primary purpose of "Diagnostic Assessment" in mathematics?
(A) To identify specific learning strengths, weaknesses, and underlying misconceptions to plan targeted mathematical interventions
(B) To rank students competitively for scholarship allocations and specialized academic tracks at the regional or state level
(C) To assign final cumulative letter grades and complete administrative progress reports at the end of the academic school year
(D) To evaluate the effectiveness of the classroom teacher's behavior management strategies and general pedagogical skills

54. When teaching mathematics to a student with an Intellectual Disability, what is the significance of using "Task Analysis"?
(A) It allows the teacher to assign standard mathematics textbook chapters as homework
(B) It is a clinical method of measuring the cognitive intelligence quotient of students with disabilities
(C) It assists the school administration in selecting assistive technology tools
(D) It breaks down complex mathematical skills into small, sequential, and manageable steps for targeted instruction

55. A child who has difficulty with "executive functioning" (often associated with ADHD) struggles to complete multi-step word problems in mathematics. Which of the following is an effective scaffold?
(A) Assigning highly complex and lengthy mathematical word problems to challenge their cognitive attention spans
(B) Providing a checklist with visual icons that guides them step-by-step through reading, calculating, and checking
(C) Restricting them from writing direct calculations on the worksheet to force mental computation of math equations
(D) Allowing them to skip word problems and focus on basic addition facts

56. Which of the following represents an appropriate accommodation for a student with a hearing

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impairment during a math lesson featuring instructional videos?
(A) Turning up the physical volume of classroom audio speakers to the absolute maximum levels
(B) Having the student sit at the far back of the physical classroom to avoid sensory visual distraction
(C) Providing synchronized captions/subtitles on all video media, along with complete written transcripts
(D) Removing video-based learning modules for the class

57. Which of the following mathematical concepts is best taught using "Cuisenaire Rods"?
(A) Advanced concepts of geometric rotational symmetry in three dimensions
(B) Plotting standard coordinate geometry equations and graphing parabolas
(C) Solving complex algebraic equations and calculus-based integrations
(D) Teaching basic arithmetic, fractions, and ratios using colored rods

58. A special educator uses "Visual Schedules" and "Token Economy" systems to support a student with Autism Spectrum Disorder (ASD) during mathematics lessons. The primary goal of these strategies is to:
(A) Increase engagement, predictability, and on-task behavior during math instruction
(B) Directly teach the student how to draw and construct complex geometric shapes
(C) Replace physical math manipulatives with abstract token currency symbols
(D) Formally assess the student's underlying cognitive math processing speed

59. Which of the following is a characteristic of "Formative Evaluation" in mathematics instruction?
(A) It is conducted at the end of the term to assign final grades.
(B) It is an ongoing process of gathering student data to adapt and guide immediate instruction.
(C) It relies on formal, standardized norm-referenced test scores.
(D) It is rigid in design and does not permit any modifications to teacher instructional plans.

60. A student with low vision needs to measure the length of a desk during a mathematics measurement unit. Which of the following is the most appropriate tool?
(A) A standard clear plastic thirty-centimeter desk ruler
(B) A tactile ruler with raised markings and high contrast
(C) A smartphone application showing tiny digital readouts
(D) An abstract verbal estimation made without physical tools

61. When planning mathematics instruction in an inclusive setting, what does the term "Co-Teaching" refer to?
(A) A general and a special educator collaboratively planning, delivering, and evaluating instruction for a diverse class
(B) Two general education classroom teachers instructing separate grade levels in adjacent classrooms without collaboration
(C) A certified teacher and an untrained parent presenting the same core mathematical lesson at different instructional times
(D) Two high-achieving students teaching each other specific mathematical concepts without any direct professional supervision

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62. Which of the following is an accommodation that alters the "response" format in a mathematics test for a student with severe orthopedic impairment?
(A) Modifying and reducing the structural difficulty of the mathematical concepts tested
(B) Giving the student a lower numeric grade because they cannot write equations by hand
(C) Allowing the student to dictate answers to a scribe or use speech-to-text software
(D) Extending the physical duration of the mathematics test over three consecutive days

63. A special educator is teaching "addition with regrouping" to a student with dyscalculia. The teacher first models the procedure, then performs it together with the student, then allows the student to perform it with close feedback, and finally has the student practice independently. This instructional technique is known as:
(A) Autonomous student-led discovery learning without any teacher modeling
(B) Involuntary behavioral operant conditioning using sensory reinforcements
(C) Rote associative learning emphasizing

memorization of math algorithms
(D) Scaffolding through Gradual Release of Responsibility instructional phases

64. What is the standard cell size of Braille, and how does it relate to the Nemeth Code used by visually impaired students for mathematical notation?
(A) A 4-dot system; Nemeth Code relies on entirely different physical materials and tactile boards rather than standard cells
(B) An 8-dot cell; Nemeth Code is written exclusively with a specialized digital stylus pen on electronic tactile touch screens
(C) A 6-dot cell; Nemeth Code adapts standard braille to represent math symbols by changing traditional literary dot configurations
(D) A 10-dot system; Nemeth Code is designed as a standalone tactile notation system that does not utilize standard braille cells

65. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, which of the following is correct regarding "reasonable accommodation" for students with disabilities in school settings?
(A) Providing structural modifications and adaptive learning technologies if the school has spare financial resources
(B) Necessary and appropriate modifications, not imposing undue burden, to ensure students with disabilities enjoy equal access to education
(C) Exempting students with benchmark disabilities from standardized grade expectations and school-level assessments
(D) Requiring the family of the student with a disability to purchase all assistive technology devices used in the classroom

66. A student with moderate intellectual disability is learning to identify coins and currency notes. Which of the following is the most effective way to generalize this mathematical skill?
(A) Using simple, black-and-white abstract drawings of coins on worksheets
(B) Memorizing historical origins and manufacture details of modern paper currency
(C) Reading an advanced textbook chapter describing the concepts of a national economy
(D) Practicing with real currency in community-based settings like grocery stores

67. Which of the following is an example of "Self-Monitoring" during mathematics problem-solving?
(A) The student using a self-correction checklist to verify if they completed all multi-digit calculation steps
(B) The classroom teacher reviewing the student's completed math worksheet at the end of the instructional period
(C) An assigned peer grading the student's weekly formative math quiz according to a provided answer key
(D) An educational computer software program automatically locking access when a student calculation error occurs

68. What is the primary focus of the "Concrete" stage of the CRA instructional model in mathematics?
(A) Drawing highly detailed conceptual diagrams and pictorial representations of math operations
(B) Memorizing abstract mathematical formulas, arithmetic algorithms, and operational definitions
(C) Actively manipulating physical objects like counters and blocks to solve math problems
(D) Writing and formatting abstract numerical equations on a high-contrast digital tablet

69. A special educator wants to teach spatial concepts (such as "above," "below," "inside," "outside") to a preschool child with developmental delay. Which approach is most effective?
(A) Using physical movement and interactive play like placing a toy inside or outside a toy box
(B) Projecting and showing advanced abstract geometric proofs and coordinate maps on a classroom screen
(C) Reading aloud a list of literal spatial vocabulary definitions from a standard children's dictionary
(D) Expecting the preschool child to master these relational spatial concepts naturally without intervention

70. Which of the following is a characteristic of "Curriculum-Based Measurement" (CBM) in mathematics?
(A) It is a cumulative, high-stakes assessment administered only once to students at the end of their high school career
(B) It is designed as an external, standardized test that deliberately does not align with

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daily classroom curriculum
(C) It is a qualitative, subjective grading rubric based primarily on individual teacher intuition and classroom observations
(D) It is highly sensitive to small, short-term learning changes, helping teachers evaluate daily instructional efficacy

71. In an inclusive school, who is responsible for the implementation of the Individualized Education Programme (IEP) for a student with a disability?
(A) The designated special educator alone, working independently without any direct support or involvement from school staff
(B) The collaborative team of teachers, special educators, school administrators, related therapists, and the child's parents
(C) The child's parents or legal guardians, who assume full responsibility for tutoring and teaching math lessons at home
(D) The state government rehabilitation officer who conducts periodic annual site audits of special education programs

72. Which of the following tools is specifically designed to help students with visual impairment learn arithmetic and algebra by placing physical metal pegs into a grid of octagonal holes?
(A) Cranmer Abacus
(B) Geoboard
(C) Taylor Frame
(D) Talking Calculator

73. A student with a severe learning disability in mathematics struggles to memorize basic multiplication facts (e.g., $7 \times 8 = 56$). Which of the following represents a cognitive accommodation that bypasses this deficit to allow them to solve multi-step algebra problems?
(A) Excusing the student entirely from learning advanced algebraic concepts and skills
(B) Requiring the student to write out standard multiplication facts one hundred times daily
(C) Grading algebra worksheets as fully correct regardless of actual student work or outputs
(D) Providing a multiplication grid or calculator to reference during algebraic equations

74. According to Jean Piaget's theory, when a child understands that the quantity of clay remains the same whether it is rolled into a ball or stretched into a long snake, they have achieved:
(A) Decentering and Conservation
(B) Object Permanence
(C) Egocentric Spatial Mapping
(D) Hypothetico-deductive Reasoning

75. Which of the following is an example of "Differentiated Instruction" in a primary mathematics classroom?
(A) Instructing the entire class simultaneously using the same worksheet, standard textbook, and uniform pace
(B) Providing tiered mathematical tasks with varying complexity and support adjusted to student readiness levels
(C) Placing students with disabilities into self-contained special classrooms permanently for all core academic subjects
(D) Assigning simplified, non-academic math work that fails to align with any grade-level curriculum standards

76. A student with Attention Deficit Hyperactivity Disorder (ADHD) frequently loses their place when reading multi-step word problems. Which of the following is a helpful strategy?
(A) Giving them longer and highly detailed word problems to force sustained focus
(B) Using a physical reading window or cardboard card to isolate one line of text
(C) Reading the math problem aloud to the student in a very loud, fast-paced voice
(D) Requiring the student to memorize the entire page before attempting to solve it

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77. Which of the following is a key component of "Direct Instruction" when teaching mathematical algorithms to students with learning difficulties?
(A) Explicit teacher modeling, guided practice with timely feedback, and systematic independent practice
(B) Allowing students to discover abstract mathematical rules on their own without any direct teacher guidance
(C) Avoiding the use of concrete physical manipulatives and tactile aids during classroom math lessons
(D) Using complex, abstract algebraic language and purely academic theoretical definitions during instruction

78. A child with a speech and language disorder struggles to explain their mathematical reasoning orally. Which of the following accommodations is most appropriate during a math evaluation?
(A) Grading them strictly on their verbal presentations, offering no alternative

options, materials, or formats
(B) Exempting the student completely from participating in any complex mathematical tasks that require reasoning
(C) Allowing the student to write answers, draw visual diagrams, or use a graphic organizer to show thinking
(D) Assuming they are cognitively unable to comprehend core mathematical concepts because of their language delays

79. Which of the following is an example of a "representational" (or iconic) aid in mathematics?
(A) A physical, plastic base-ten block held directly in the hand
(B) The abstract written standard numerical digits representing "100"
(C) A spoken, verbal explanation defining the place-value of hundreds
(D) A drawing or diagram of base-ten blocks printed on a worksheet

80. A teacher wants to assess a student's understanding of "greater than" and "less than." Which of the following represents a concrete assessment method?
(A) Asking the student to write comparison symbols on a blank sheet of physical paper
(B) Asking the student to define the algebraic concept of inequality in a paragraph
(C) Asking the student to look at two piles of blocks and point to the one with more
(D) Administering a highly structured, computerized multiple-choice test on inequalities

81. A student with low vision needs to read mathematical charts and graphs. Which of the following is the most helpful modification to make the charts accessible?
(A) Reducing the visual scale of all charts and graphs to save physical paper space in class
(B) Using high-contrast colors, bold lines, and tactile borders on key areas of the graphs
(C) Replacing visual charts with complex, abstract data tables containing small numeric values
(D) Eliminating the use of graphic representations and coordinate charts from the curriculum

82. Which of the following describes the "stable-order" principle of early counting?
(A) Each individual object in a given group must be assigned exactly one corresponding numerical tag during counting
(B) The final number tag used in a counting sequence represents the total card number quantity of the entire group
(C) A collection of different items can be counted regardless of their physical properties
(D) The number tags used for counting must be recited in a consistent, repeatable order rather than random sequences

83. When teaching "measurement" (e.g., measuring length using non-standard units), which of the following is a concrete, experiential activity for CWSN?
(A) Using paperclips or handspans to measure the physical length of classroom desks
(B) Memorizing standard mathematical formats for converting inches into centimeters
(C) Listening to an academic lecture explaining the historical origins of metrics
(D) Completing a timed, abstract online multiple-choice quiz on measurement units

84. A child with dyscalculia struggles to perceive "subitizing," which means they cannot:
(A) Perform and solve complex multi-digit multiplication equations mentally in their head
(B) Write standard numerical symbols in a highly elegant, fluid cursive handwriting format
(C) Instantly recognize the quantity of a small group of objects without counting one-by-one
(D) Rote memorize standard dictionary definitions of advanced three-dimensional geometric terms

85. Which of the following represents a "Universal Design for Learning" (UDL) approach to motivating students during mathematics lessons?
(A) Offering choices in math word problem themes like sports or animals to match personal student interests
(B) Publishing a highly competitive ranking list of individual test scores prominently on the front blackboard
(C) Assigning extra repetitive homework worksheets to students who fail to complete their classwork quickly
(D) Enforcing a completely silent, rigid classroom environment and preventing peer interaction during tasks

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86. Which of the following represents an accommodation for a student with moderate physical disability who cannot use their hands to manipulate physical geoboards?
(A) Preventing the student from participating in standard classroom geometry lessons
(B) Having the student watch classmates manipulate physical geoboards without active input
(C) Exempting the student entirely from completing any geometric learning assessments
(D) Using virtual geoboard software operated via switch-access or eye-gaze technology

87. What is the role of "Scaffolded Prompting" in mathematics instruction for children with intellectual disabilities?
(A) Providing the student with the exact correct mathematical answer immediately without allowing cognitive processing
(B) Systematically fading physical, verbal, and visual support prompts as the mathematical learner gains mastery
(C) Maintaining maximum structural prompting levels indefinitely, preventing any independent mathematical execution
(D) Using loud, disruptive auditory buzzer alarms to prompt the student immediately when calculation errors occur

88. A child with developmental delay struggles with "one-to-one correspondence." Which of the following activities specifically targets this prerequisite skill?
(A) Rote memorizing standard multiplication mathematical tables from one up to ten without manipulatives
(B) Drawing complex two-dimensional geometric shapes and lines freehand on a blank sheet of paper
(C) Placing one toy dinosaur into each cardboard box while counting sequentially as they drop them
(D) Sorting a heterogeneous pile of plastic blocks by solid primary colors without any counting tasks

89. Which of the following represents a "Representational" support for teaching decimal fractions?
(A) Using base-ten blocks where flat represents one, rod represents tenths, and unit represents hundredths
(B) Writing abstract mathematical symbols such as "0.30" and "3/10" on the front classroom whiteboard
(C) Delivering a comprehensive historical lecture describing the Latin etymology of the word decimal
(D) Using grid paper where shaded visual regions represent specific decimal values like shading squares

90. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, which of the following is a mandated duty of educational institutions to support students with benchmark learning disabilities?
(A) Providing individual support and learning accommodations to facilitate education and maximize development
(B) Encouraging students with learning deficits to drop out of school and enroll in open vocational courses
(C) Restricting classroom participation to non-academic, recreational school subjects and physical education
(D) Grading all assignments on a completely separate, simplified, and non-certified national curriculum scale

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91. A special education teacher is conducting an "Error Analysis" on a student's subtraction worksheets. The student made the following errors:

$$82 - 47 = 45$$
$$53 - 19 = 46$$
$$71 - 35 = 44$$

What is the underlying procedural error pattern?
(A) The student is performing standard column addition calculations instead of executing subtraction procedures
(B) The student is subtracting the smaller digit from the larger, ignoring place value and regrouping
(C) The student is making completely random, careless calculation mistakes caused by working too quickly
(D) The student does not comprehend or recognize the structural meaning of the basic subtraction symbol

92. Which of the following is a characteristics of an "accommodated" mathematics lesson plan for a student with low vision?
(A) The standard academic learning objectives are modified and lowered to match a younger

grade-level standard
(B) The materials are provided in large print, high contrast, or braille, maintaining grade-level standards
(C) The student with low vision is excused from participating in the mathematics lesson
(D) The educator delivers verbal instruction without using physical models or visual graphics

93. A teacher uses "TouchMath" (a multisensory program where numbers have designated touchpoints corresponding to their value) to teach single-digit addition.
This approach is particularly beneficial for students who:
(A) Struggle with abstract number concepts and require physical touch cues to add
(B) Demonstrate highly advanced mental calculation and algebraic processing skills
(C) Are blind and read tactile braille representations
(D) Have profound bilateral hearing loss but demonstrate high motor planning

94. Which of the following is an example of "Community-Referenced Mathematics Instruction" for transition-age youth with moderate intellectual disabilities?
(A) Solving highly theoretical equations of motion and kinetic energy formulas taken from a standard physics textbook
(B) Memorizing abstract, non-functional academic geometric theorems regarding the properties of congruent triangles
(C) Practicing personal budgeting, calculating currency change, and managing bank accounts using local community resources
(D) Practicing highly abstract algebraic factoring and variable equations on a standard front classroom whiteboard

95. A child with an Autism Spectrum Disorder (ASD) has a highly developed visual memory but struggles with receptive language. When given a verbal word problem in math, they cannot solve it. When the same problem is presented as a visual comic-strip diagram showing the transaction, they solve it instantly.
This scenario highlights the importance of:
(A) Relying on auditory verbal instruction to build short-term memory
(B) Eliminating mathematical word problems for students with language disorders
(C) Assuming the student has a severe cognitive impairment and cannot learn basic arithmetic
(D) Providing visual graphics of mathematical language and word problems to support reading

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96. Which of the following is a key feature of "Response to Intervention" (RTI) in mathematics?
(A) A single-tier, standardized high-stakes testing system designed to determine overall student grade retention or academic promotion
(B) A clinical diagnostic medical classification system utilized by pediatricians to diagnose complex neurological brain disorders
(C) A multi-tiered framework providing increasingly intensive levels of instructional support based on continuous progress monitoring
(D) An administrative public school policy that deliberately restricts specialized education personnel and funding to wealthy districts

97. What is the primary instructional use of a "Geoboard" in an inclusive primary school mathematics classroom?
(A) To perform and calculate complex multi-step algebraic divisions and rational fractions in high school
(B) To explore geometric shapes, area, perimeter, and symmetry by manipulating rubber bands on physical pegs
(C) To practice rapid, timed mental calculations and memorization of multi-digit multiplication tables
(D) To manually transcribe and write complex tactile braille mathematical code using a slate and stylus

98. When teaching "place value" (ones, tens, hundreds), which of the following represents the most concrete instructional starting point?
(A) Writing the number "125" on the blackboard and pointing to digits
(B) Showing a printed picture of a traditional abacus in a paper textbook
(C) Reading aloud literal definitions of units, tens, and hundreds places
(D) Using physical base-ten blocks or bundling wooden sticks into tens

99. A student with moderate cerebral palsy has difficulty with motor planning and grip strength,

making it hard to use a standard compass to draw circles in geometry class.
Which of the following is the most appropriate adaptation?

(A) Providing an adapted compass with a bulb grip, or using dynamic geometry software on a tablet
(B) Excusing the student from learning geometric concepts regarding circles and angles
(C) Having a peer draw all the circles on worksheets while the student with palsy watches passively
(D) Requiring the student to manually practice holding the standard compass for hours at their home

100. According to the Universal Design for Learning (UDL) guidelines, which of the following represents a means of enhancing "Engagement" during mathematics lessons for students with low interest or high math anxiety?

(A) Implementing highly timed computation speed drills with public tracking of student scores on a classroom blackboard leaderboard
(B) Removing teacher-student communication and assigning repetitive digital worksheets
(C) Providing authentic mathematical tasks connected to lived experiences, with flexible options for collaboration and regulation
(D) Eliminating student participation and relying on theoretical teacher lectures and slides

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ANSWERS

1. (B) It is a hierarchical, logical system where abstract concepts build upon prerequisite schemas.
Mathematics functions as a sequential discipline where complex topics rely on mastery of foundational skills. In special education, identifying these prerequisite schemas allows teachers to design systematic instructional pathways. This hierarchical framework supports learners with intellectual disabilities by breaking abstract reasoning into logical progressions, ensuring that each new concept builds upon a previously established cognitive base.

2. (D) Accommodation in the presentation of the mathematical task without changing the learning standard
Providing grid sheets and color-coding serves as an instructional accommodation that supports the student's organizational needs without altering the complexity of the curriculum. The learning standard remains consistent with the general education requirements for multi-digit multiplication. These tools specifically address procedural difficulties related to alignment and spatial awareness while ensuring the core mathematical objectives are still being met.

3. (A) Both A and R are true and R is the correct explanation of A
Specialized tactile codes are essential for students with visual impairments to engage with complex mathematical symbols and algebraic structures. The Nemeth Code specifically translates standard printed notation into a tactile format that maintains the logical integrity of technical expressions. This adaptation ensures full accessibility to the curriculum by providing a standardized method for reading and writing mathematical language using braille.

4. (C) Systematically transitioning from physical manipulatives to pictorial drawings, and finally to abstract symbols
The instructional sequence begins with physical manipulation of objects to establish a deep understanding of concepts. Students then transition to representational stages, such as drawing pictures or tally marks, before finally working with abstract numerical symbols. This evidence-based progression provides a bridge between tangible experiences and symbolic logic, which is particularly effective for learners with specific mathematics-related disabilities.

5. (A) I and II only
Realistic goals for students with low vision focus on utilizing tactile and auditory materials to achieve spatial understanding. Identifying three-dimensional shapes through touch and constructing models using tactile nets are appropriate adaptations that align with sensory-based learning. These objectives prioritize accessible geometric exploration while excluding complex coordinate tasks that may require visual precision beyond the learner's current functional capacity.

6. (D) Using highly structured visual task-strips that break down word problems into concrete, sequential steps
Visual supports and task analysis are effective interventions for students who struggle with the abstract nature of word problems. Breaking down complex language into concrete, sequential steps reduces cognitive load and provides a predictable structure for problem-solving. This approach leverages the student's visual strengths to facilitate understanding of linguistic concepts, allowing them to apply their numerical skills more successfully.

7. (A) Both A and R are true and R is the correct explanation of A
Task analysis involves breaking down complex skills into smaller, manageable components to facilitate learning for individuals with cognitive limitations. This process is vital because students with intellectual disabilities often struggle with processing multi-step operations simultaneously. By sequencing the instruction into logical, discrete parts, educators can provide the necessary structure to help these learners master functional and academic mathematical tasks.

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8. (C) Low-tech physical manipulation accommodation
Using magnetic boards and large 3D numbers provides a low-tech solution for students who face challenges with fine motor control. This accommodation allows the learner to demonstrate mathematical knowledge without being hindered by physical writing difficulties. It focuses on bypassing the motor demand of holding a pencil while keeping the academic expectations for the addition lesson the same for the student.

9. (A) I, II, and III
The evidence-based sequence includes hands-on manipulation of base-ten blocks followed by the use of pictorial representations to bridge the gap toward symbolic computation. These three stages work together to build a robust conceptual understanding of regrouping procedures. Rote memorization is excluded from this model because it does not contribute to the development of underlying mathematical reasoning or conceptual clarity.

10. (A) Allowing students to express geometry knowledge through 3D models, hand-drawn diagrams, or written explanations
Providing diverse ways for students to demonstrate their understanding is a core principle of inclusive education. Allowing learners to choose between 3D modeling, drawing, or oral explanations ensures that physical or linguistic barriers do not impede the assessment of their mathematical knowledge. This flexibility respects individual learning styles and provides multiple pathways for students to express what they have learned.

11. (A) Both A and R are true and R is the correct explanation of A
The Cranmer Abacus serves as a critical computational tool for students with visual impairments by providing a tactile interface for mathematical operations. It utilizes beads on rods to represent numerical values and place-value columns, effectively replacing the need for traditional paper and pencil. This allows learners to perform complex calculations quickly and accurately, promoting computational fluency and mathematical independence.

12. (B) Failure to understand regrouping, resulting in subtracting the smaller digit from the larger
The student's error pattern indicates a common misconception where the smaller digit in each place-value column is subtracted from the larger digit, regardless of its position. This demonstrates a lack of conceptual understanding regarding regrouping and the borrowing process. Identifying such systemic errors through analysis allows teachers to target specific deficits in place-value logic rather than addressing calculation mistakes.

13. (B) I and II only
Geoboards and tactile raised-line drawing boards provide direct physical feedback that is essential for blind students to understand spatial and geometric relationships. These tools allow for the creation and exploration of shapes through touch, which is not possible with standard digital calculators or purely arithmetic devices. They are fundamental in translating visual geometric concepts into accessible tactile experiences for the learner.

14. (C) Stimulus fading and task presentation adaptation
Modifying the visual layout of a worksheet to reduce overwhelming stimuli is a key strategy for managing math anxiety. By presenting one problem at a time with increased white space, the educator decreases the perceived difficulty and emotional stress associated with the task. This adaptation changes the way the student interacts with the material, encouraging engagement and reducing avoidance behaviors.

15. (A) Both A and R are true and R is the correct explanation of A
Legislative mandates require higher education institutions to provide seat reservations for individuals with benchmark disabilities, necessitating the use of accessible entrance examinations. Adapting these assessments ensures that procedural barriers and inaccessible formats do not prevent qualified students from demonstrating their academic potential. This legal framework promotes equity by removing systemic obstacles that historically excluded persons with disabilities from advanced opportunities.

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16. (C) Providing a quiet, distraction-free testing environment with frequent scheduled sensory breaks
Providing a distraction-free testing environment and scheduled sensory breaks addresses the core challenges of attention and impulsivity associated with ADHD. These accommodations allow the student to maintain focus and manage their energy levels throughout the evaluation process. Unlike modifications that change the content, these supports adjust the testing conditions to ensure the student's true mathematical knowledge can be accurately assessed.

17. (A) I, II, and III only
Taylor Frames, Cranmer Abacuses, and Geoboards are established tools used to provide tactile access to arithmetic, calculation, and geometry. Each serves a specific function in making mathematical concepts tangible for students with visual impairments. Nemeth Code is incorrectly described as a machine; it is a braille-based symbolic system used to represent mathematical notation in a tactile format for reading and writing.

18. (D) A weekly, two-minute timed probe consisting of calculations aligned directly to the standard school curriculum
Curriculum-Based Measurement involves frequent and direct assessment of student performance using materials from the actual school curriculum. These short, timed probes provide objective data that help teachers monitor progress and make informed instructional decisions. By regularly measuring specific skills, educators can visualize the rate of improvement and determine if current teaching strategies are effectively meeting the student's learning needs.

19. (A) Both A and R are true and R is the correct explanation of A
Cognitive development theories suggest that learning begins with active physical interaction with the environment. Both the enactive stage and the concrete phase emphasize that students must manipulate real objects to form the foundational schemas required for more complex reasoning. This hands-on approach is vital in mathematics, where abstract concepts are best understood through tangible experiences that illustrate underlying logical principles.

20. (C) Functional mathematics curriculum
Functional mathematics focuses on teaching practical skills that are directly applicable to daily life and independent living. Activities such as managing money, understanding prices, and calculating change in a shopping context help students with intellectual disabilities gain essential life skills. This approach prioritizes meaningful application over abstract theory, ensuring that mathematical learning leads to greater autonomy and community participation for the student.

21. (A) I, II, and III only
A comprehensive Individualized Education Programme must document the student's current performance, establish measurable annual goals, and specify necessary special education services. These elements ensure that instruction is tailored to the learner's unique needs while providing a clear roadmap for academic progress. However, exempting a child from all evaluations is inappropriate, as assessment is necessary to monitor growth and refine instructional strategies.

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22. (D) To identify systemic, pattern-based mathematical misconceptions in calculations rather than simple careless errors
Error analysis is a diagnostic tool used to uncover the specific cognitive or procedural misunderstandings that lead to persistent mistakes. Rather than simply noting that an answer is incorrect, educators examine the pattern of errors to understand how a student is thinking. This process allows for targeted remediation that addresses the root cause of the difficulty, leading to more effective learning outcomes.

23. (A) Both A and R are true and R is the correct explanation of A
The National Education Policy 2020 identifies foundational literacy and numeracy as a top priority for early education. Establishing these skills by Grade 3 is considered essential because early mathematical mastery serves as a critical predictor for subsequent academic achievement. By focusing on fundamental concepts during the early years, the policy aims to ensure that all children develop the cognitive tools for learning.

24. (C) Developing clear, bilingual visual sign dictionaries and graphic organizers designed to illustrate each mathematical concept
Students who use sign language benefit from instructional materials that provide a direct visual link between signs and mathematical concepts. Developing specialized dictionaries and graphic organizers helps bridge the linguistic gap, ensuring that technical vocabulary is understood clearly. This bilingual approach respects the student's primary language while facilitating the acquisition of complex mathematical terminology through highly structured and visual pedagogical supports.

25. (C) I, II, III, and IV
Modern mathematics pedagogy integrates multiple psychological theories to support diverse learners. Piaget's focus on conservation, Vygotsky's social scaffolding, Bruner's representational stages, and Skinner's reinforcement principles all provide valuable frameworks for instruction. Combining these approaches allows educators to address cognitive development, social interaction, conceptual progression, and procedural fluency, creating a comprehensive and effective learning environment for students with various educational needs.

26. (A) Provide cognitive academic scaffolding and social integration within the Zone of Proximal Development
Peer-assisted learning strategies create opportunities for students to learn from one another within their social environment. By pairing students with different skill levels, the higher-achieving peer provides necessary scaffolding that helps the student with learning disabilities grasp complex concepts. This model not only enhances academic understanding through structured interaction but also promotes social inclusion and cooperative learning within the diverse classroom setting.

27. (A) Both A and R are true and R is the correct explanation of A
Tactile diagrams are indispensable for students with visual impairments because they provide a simultaneous spatial representation of geometric figures. While verbal descriptions are sequential and can be cognitively taxing to synthesize, a tactile graphic allows the learner to explore relationships between shapes directly. This immediate access to spatial data is crucial for developing a deep understanding of geometry and other visual mathematical concepts.

28. (B) Leaving the manipulatives on the table for free play during formal assessments without prior guided instruction
Manipulatives are most effective when used as part of a structured, systematic instructional plan that explicitly connects physical actions to mathematical symbols. Allowing unguided free play during formal assessments can lead to confusion and does not accurately measure conceptual understanding. For learners with special needs, consistency and guided transition from concrete to abstract are essential for ensuring that manipulatives serve their educational purpose.

29. (A) I, II, III, and V only
Effective inclusive lesson plans incorporate flexible learning goals, collaborative co-teaching strategies, and the use of specialized assistive technologies. They also include regular formative assessments to monitor student progress and adjust instruction as needed. These practices ensure that the diverse needs of all learners are addressed, whereas a rigid, singular lecture method is contrary to the principles of inclusive and individualized education.

30. (C) A specific developmental disorder characterized by severe, persistent difficulties in learning number facts and basic calculation procedures
Dyscalculia is a specific learning disability that affects a person's ability to understand, learn, and perform mathematical operations. It is characterized by persistent struggles with basic number sense, memorizing arithmetic facts, and executing calculation procedures. This neurodevelopmental disorder is recognized under Indian law, highlighting the need for specialized instructional support and accommodations to help affected students achieve academic success in mathematics.

31. (C) A is true but R is false
Students with low vision are entitled to use assistive technologies, including talking calculators, as a reasonable accommodation during assessments. These tools provide auditory feedback that compensates for visual limitations, allowing the student to perform calculations independently. Standardized testing

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rules often permit such devices for students with documented disabilities, provided that the use of the tool does not provide an unfair advantage.

32. (C) Understanding that if Object A is longer than B, and B is longer than C, then Object A must be longer than C
Transitive inference is a logical reasoning skill that involves using known relationships to infer unknown ones. This ability is a fundamental building block for mathematical thinking and spatial reasoning. In early childhood, mastering this concept indicates that a child is moving beyond simple observation toward more complex logical deduction, which is essential for understanding measurement, inequalities, and ordered sequences in mathematics.

33. (A) I, II, and III only
The RPWD Act mandates several accommodations to ensure equitable access to education, such as providing extra time, scribes, and adapted materials for students with disabilities. These measures are designed to remove barriers during the assessment process. However, the act does not advocate for excusing students from evaluations entirely, as assessments are vital for measuring progress and ensuring the effectiveness of educational supports.

34. (D) Task Analysis and Chaining
This instructional approach involves breaking down a complex skill, like telling time, into a series of smaller, sequential steps. By teaching each component individually and then linking them together, the educator uses chaining to build mastery. This systematic method is particularly effective for students with intellectual disabilities, as it provides a clear and manageable path toward achieving a difficult multi-step cognitive goal.

35. (A) Both A and R are true and R is the correct explanation of A
Many students perceive the equals sign as a signal to provide an answer rather than a symbol of balance between two expressions. This misconception is often reinforced by early math instruction that predominantly uses a standard horizontal format for equations. Correcting this view is essential for future success in algebra, where understanding relational equivalence is fundamental to solving complex equations.

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36. (C) MathTalk / MathType
MathTalk and MathType are specialized software tools designed to help individuals with physical or visual impairments input and manipulate mathematical notation. These programs allow users to write complex equations using voice commands or keyboard shortcuts, which can then be converted into standard print or braille. This technology is vital for ensuring that students with disabilities can participate fully in higher-level mathematical coursework.

37. (A) I, II, III, and IV only
Peer tutoring, explicit instruction, mnemonics, and multi-sensory approaches are all recognized as effective, evidence-based practices for teaching students with special needs. These strategies provide the necessary structure, reinforcement, and varied input to support different learning styles. In contrast, lecturing without any visual or tactile aids is generally ineffective for these learners, as it fails to provide the concrete support needed.

38. (D) The Cardinality Principle
The cardinality principle is the understanding that the last number counted in a set represents the total quantity of objects in that set. While the student can perform the rote procedure of counting one-by-one, they have not yet grasped that the final tag summarizes the group. Developing this principle is a crucial milestone in early numeracy, as it transitions from counting to understanding quantity.

39. (C) A is true but R is false
While dyscalculia has a neurodevelopmental basis related to brain structure and cognitive processing, it can be effectively managed through targeted pedagogical interventions. Remedial teaching provides students with specialized strategies and accommodations that help bypass or compensate for core deficits. It is incorrect to assume that a biological cause makes a condition immune to education, as structured support significantly improves mathematical outcomes.

40. (C) Using a tactile protractor and a clock face with movable hands that click at distinct angles
To learn geometry without sight, students must use tools that provide tactile feedback regarding angles and shapes. A tactile protractor or a clock with clicking hands allows the student to feel the degrees of rotation, making the concept of

an angle tangible. This approach ensures that the student is actively engaged and can develop spatial concepts through their primary sense of touch.

41. (A) I, II, III, and IV only
Progress monitoring using CBM requires selecting equivalent probes that reflect the entire year's curriculum and administering them regularly under standardized conditions. This data is then graphed to visualize the student's growth over time. Completely changing the curriculum based on a single low score is not an appropriate practice, as instruction should be adjusted based on long-term trends and systematic data analysis.

42. (C) Concrete Operational Stage
According to Piaget, children typically develop the ability to understand conservation—that quantity remains the same despite changes in shape—during the concrete operational stage. This stage, usually occurring between ages seven and eleven, marks the beginning of logical, organized thinking about tangible objects. Mastering the conservation of volume is a key indicator that a student can successfully navigate the physical and spatial relationships.

43. (B) Standardizing professional training programs and registering qualified special educators to ensure high academic standards
The Rehabilitation Council of India is responsible for regulating and standardizing the training of professionals who work with persons with disabilities. By registering qualified special educators, the RCI ensures that teachers have the necessary skills to provide high-quality instruction in subjects like mathematics. This regulatory role maintains professional standards required to effectively support the diverse learning needs of children with special needs.

44. (B) Writing "73" when hearing or reading the number "37"
Number transposition is a common error among students with dyslexia and other learning disabilities, involving the reversal of the order of digits. This error can lead to significant difficulties in calculation and place-value understanding. Identifying transposition as a specific mistake allows teachers to provide targeted support, such as using color-coded charts or verbalizing numbers, to help the student process sequences correctly.

45. (A) A math portfolio containing rubrics, photos of completed tactile tasks, and teacher observations of skill application
Alternative assessments are designed for students who cannot participate in standard testing due to the severity of their disability. Portfolios containing photos of tactile work, teacher observations, and specific rubrics provide a comprehensive view of a student's functional mathematical progress. These methods focus on practical application in real-world contexts, offering a more meaningful measure of achievement for learners with significant intellectual challenges.

46. (C) Multiple Means of Representation
Providing information through multiple formats—such as different languages, visual glossaries, and tactile diagrams—aligns with the UDL principle of Multiple Means of Representation. This approach ensures that all students can access and perceive content, regardless of their sensory, linguistic, or cognitive needs. By varying how information is presented, educators remove barriers to learning and support a deeper understanding of complex concepts.

47. (B) Real-life physical object sharing → pictorial visual fraction circles → abstract numerical notations (1/2, 1/4)
Effective instruction for students with intellectual disabilities follows a concrete-to-abstract progression. Starting with the physical act of sharing real objects helps ground the concept of a fraction in a tangible experience. Moving to pictorial representations provides a visual bridge, and only then should numerical notation be introduced. This sequential approach builds a solid conceptual foundation before moving toward abstract mathematical symbols.

48. (C) It prevents students from developing conceptual understanding and generalizing mathematical skills to practical, real-world contexts.
Relying solely on rote memorization forces students to learn procedures without understanding why they work. For learners with disabilities, this often results in an inability to apply math skills to new problems or real-world situations. True mathematical proficiency

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requires conceptual understanding, which allows students to reason through tasks and generalize their knowledge beyond specific examples they have memorized in the classroom.

49. (B) Standard manual Braille writer without any digital screen
A standard manual braille writer is used for producing tactile braille and is primarily a tool for blind students rather than those with low vision who rely on residual sight. Low-vision aids like magnifiers, electronic CCTVs, and large-print materials are specifically designed to enhance visual access. For a student with low vision, the goal is to optimize their existing sight.

50. (D) Providing flexible, diverse options for representation, expression, and engagement
The Universal Design for Learning framework is built on providing multiple, flexible ways for students to access content, demonstrate what they know, and stay motivated. This approach recognizes that every learner is different and that a single instructional method cannot meet all needs. By offering variety in teaching and assessment, UDL creates an inclusive environment where all students can succeed in mathematics.

51. (A) Kabir is demonstrating deficits in:
Kabir's ability to recite numbers without understanding their relative values or estimating quantities indicates a deficit in basic number sense. Number sense is the intuitive understanding of numbers, their magnitudes, and how they relate to one another. Difficulties in this area are foundational to mathematical learning disabilities and can hinder a student's ability to perform calculations or understand mathematical logic.

52. (C) Providing a software program with digital graph paper, or allowing verbal dictation of coordinate points to a scribe
Dysgraphia primarily affects the physical act of writing and drawing, making tasks like plotting points on a coordinate grid difficult. Providing digital tools or a scribe allows the student to demonstrate understanding without being penalized for motor challenges. These accommodations focus on cognitive aspects of the task, ensuring that mathematical knowledge is assessed fairly based on understanding rather than physical output.

53. (A) To identify specific learning strengths, weaknesses, and underlying misconceptions to plan targeted mathematical interventions
Diagnostic assessments are used to pinpoint a student's current level of understanding and identify specific areas of struggle. This information is crucial for planning targeted interventions that address the root causes of mathematical difficulties. Unlike summative tests, diagnostic assessments are forward-looking and intended to guide instruction rather than provide a final evaluation of performance or rank within a student group.

54. (D) It breaks down complex mathematical skills into small, sequential, and manageable steps for targeted instruction
Task analysis is a vital tool for teaching students with intellectual disabilities, as it simplifies complex operations into manageable parts. By teaching each small step in a logical sequence, educators ensure that the learner experiences success at every stage. This structured approach reduces cognitive overload and provides the clear, repetitive practice needed for individuals with cognitive delays to master essential mathematical skills.

55. (B) Providing a checklist with visual icons that guides them step-by-step through reading, calculating, and checking
Students with executive functioning challenges often struggle with organizing thoughts and following multi-step processes. A visual checklist provides an external structure that guides the student through each part of a word problem. This scaffold helps them manage their attention, monitor progress, and ensure no steps are missed, thereby improving their overall success and independence in complex, multi-step mathematical tasks.

56. (C) Providing synchronized captions/subtitles on all video media, along with complete written transcripts
To make video-based instruction accessible to students with hearing impairments, it is essential to provide visual alternatives to auditory information. Captions allow the student to follow the dialogue in real-time, while transcripts provide a reference that can be reviewed later. These supports ensure that the student has equal access to instructional content as their hearing peers, promoting full participation in class.

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57. (D) Teaching basic arithmetic, fractions, and ratios using colored rods
Cuisenaire Rods are colored rectangular rods of varying lengths that help students visualize and understand mathematical relationships. They are particularly effective for teaching concepts such as addition, subtraction, fractions, and ratios by allowing students to see how different lengths relate to one another. This concrete representation makes abstract numerical relationships more understandable and is widely used in inclusive classrooms for diverse learners.

58. (A) Increase engagement, predictability, and on-task behavior during math instruction
Students with Autism Spectrum Disorder often thrive in structured environments with clear expectations. Visual schedules provide predictability by showing the sequence of activities, while token economies offer immediate reinforcement for positive behavior. Together, these strategies reduce anxiety and help the student remain focused on mathematical tasks. By creating a predictable classroom environment, teachers can maximize the student's opportunity for academic learning.

59. (B) It is an ongoing process of gathering student data to adapt and guide immediate instruction.
Formative evaluation is a continuous assessment process used by teachers to monitor student learning and provide immediate feedback. Its primary purpose is to identify areas where students are struggling so that instruction can be adjusted in real-time. Unlike summative evaluations, which occur at the end of a unit, formative assessments are an integral part of the daily teaching and learning process.

60. (B) A tactile ruler with raised markings and high contrast
For a student with low vision, a standard clear plastic ruler can be difficult to read. A tactile ruler with raised markings and high-contrast colors provides the necessary sensory feedback to measure objects accurately. This adaptation allows the student to use both residual vision and the sense of touch to engage in measurement activities, promoting greater independence and mathematical precision.

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61. (A) A general and a special educator collaboratively planning, delivering, and evaluating instruction for a diverse class
Co-teaching involves two or more professionals, typically a general education teacher and a special educator, working together to instruct a diverse group of students. This partnership allows for the integration of specialized instructional strategies within the general curriculum, ensuring students with disabilities receive necessary support. Successful co-teaching requires joint planning and delivery to create an inclusive and effective learning environment.

62. (C) Allowing the student to dictate answers to a scribe or use speech-to-text software
An accommodation in the response format changes how a student provides answers without changing what is being measured. For a student with a physical disability that prevents writing, using a scribe or speech-to-text software is an appropriate support. This ensures that mathematical knowledge is assessed based on cognitive understanding rather than the physical ability to hold a pencil or format equations.

63. (D) Scaffolding through Gradual Release of Responsibility instructional phases
The Gradual Release of Responsibility model is a structured instructional framework that shifts the cognitive load from the teacher to the student. It begins with explicit modeling, followed by guided practice, and finally independent application. This scaffolding technique is especially beneficial for students with learning disabilities, as it provides a clear pathway toward mastering new mathematical procedures and ensures independent readiness.

64. (C) A 6-dot cell; Nemeth Code adapts standard braille to represent math symbols by changing traditional literary dot configurations
The standard braille cell consists of six dots arranged in two vertical columns. The Nemeth Code uses this same 6-dot structure but assigns different meanings to the dot configurations to represent mathematical symbols, numbers, and operations. This allows students with visual impairments to read and write complex technical notation using existing braille skills, providing a standardized system for mathematical study.

65. (B) Necessary and appropriate modifications, not imposing undue burden, to ensure students with disabilities enjoy equal access to education
Reasonable accommodation under the RPWD Act refers to adjustments made to ensure that persons with disabilities can exercise their rights on an equal basis with others. In schools, this means providing necessary supports and modifications that do not impose an excessive burden. This legal principle ensures that students with disabilities have access to the same educational opportunities as their peers.

66. (D) Practicing with real currency in community-based settings like grocery stores
Generalization is the ability to apply a learned skill in a new or real-world environment. For students with intellectual disabilities, practicing mathematical skills like identifying currency and making change in actual community settings, such as grocery stores, is the most effective way to ensure mastery. This community-based instruction bridges the gap between classroom learning and the practical demands of living.

67. (A) The student using a self-correction checklist to verify if they completed all multi-digit calculation steps
Self-monitoring is a metacognitive strategy where students independently track and evaluate their own performance. Using a checklist to verify if each step of a calculation has been completed helps students catch their own errors and stay focused. This technique promotes independence and self-regulation, which are crucial for success in mathematics, particularly for students who struggle with organizational or procedural difficulties.

68. (C) Actively manipulating physical objects like counters and blocks to solve math problems
The concrete stage is the first phase of the CRA instructional model and focuses on the physical manipulation of objects to represent mathematical concepts. By using tools like blocks, counters, or rods, students develop a tangible understanding of how numbers and operations work. This hands-on experience provides foundational conceptual knowledge that is necessary before moving on to pictorial or abstract representations.

69. (A) Using physical movement and interactive play like placing a toy inside or outside a toy box
Young children with developmental delays learn best through concrete, active experiences. Using physical movement and play to explore concepts like “inside” and “outside” helps make these relational ideas understandable and meaningful. This hands-on approach engages the child’s senses and provides a direct way to experience spatial relationships, which is a key prerequisite for more advanced geometric thinking.

70. (D) It is highly sensitive to small, short-term learning changes, helping teachers evaluate daily instructional efficacy
Curriculum-Based Measurement is designed to provide frequent, objective data on a student’s progress within the classroom curriculum. Because it is administered often and uses standardized probes, it is highly sensitive to even small improvements in performance. This allows teachers to evaluate the effectiveness of instruction on a regular basis and make timely adjustments to better support student mathematical development.

71. (B) The collaborative team of teachers, special educators, school administrators, related therapists, and the child’s parents
Implementing an Individualized Education Programme is a shared responsibility that requires collaboration among all members of the student’s educational team. This team includes general and special educators, administrators, therapists, and the child’s parents. By working together, the team ensures that the student’s needs are addressed consistently across different settings and that the goals established in the IEP are met.

72. (C) Taylor Frame
The Taylor Frame is a specialized tool used by students with visual impairments to set up and solve mathematical problems. It consists of a grid of octagonal holes into which metal pegs are placed. Depending on the orientation and position of the peg, different numbers and mathematical symbols are represented. This provides a tactile way to organize and perform complex calculations.

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73. (D) Providing a multiplication grid or calculator to reference during algebraic equations
For students who have significant difficulty memorizing basic math facts, providing a multiplication grid or calculator serves as an accommodation that allows them to focus on higher-level problem-solving. This bypasses the rote memory deficit and enables the student to engage with more complex algebraic or geometric concepts. Such accommodations ensure that a student's mathematical reasoning is not unfairly limited by memory.

74. (A) Decentering and Conservation
Conservation is the cognitive understanding that certain properties of an object remain unchanged even when its physical appearance is altered. Decentering is the related ability to focus on multiple aspects of a situation simultaneously. According to Piaget, these milestones are typically reached during the concrete operational stage and are essential for a child to develop logical mathematical reasoning and spatial awareness.

75. (B) Providing tiered mathematical tasks with varying complexity and support adjusted to student readiness levels
Differentiated instruction involves tailoring teaching methods, materials, and tasks to meet the diverse needs of students. Tiered activities allow every student to work on the same core mathematical concept but at a level of complexity that matches their readiness. This approach ensures all learners are appropriately challenged and supported, promoting academic growth for both high-achievers and those with difficulties.

76. (B) Using a physical reading window or cardboard card to isolate one line of text
Students with ADHD often struggle with visual tracking and staying focused on a specific part of a page. Using a simple tool like a reading window or a cardboard card to isolate one line of text at a time can significantly reduce distractions and help them keep their place. This visual accommodation supports the student in processing mathematical information more systematically.

77. (A) Explicit teacher modeling, guided practice with timely feedback, and systematic independent practice
Direct Instruction is a highly structured, teacher-led approach that is very effective for students with learning difficulties. It involves explicit modeling of a skill, followed by opportunities for students to practice with teacher guidance and immediate feedback. Once mastery is demonstrated, students move on to independent practice. This systematic progression ensures that mathematical algorithms are learned correctly and misconceptions are addressed early.

78. (C) Allowing the student to write answers, draw visual diagrams, or use a graphic organizer to show thinking
Students with speech and language disorders may understand mathematical concepts perfectly but struggle to express that understanding orally. Providing alternative ways to demonstrate knowledge, such as writing, drawing, or using visual aids, ensures they are assessed on mathematical ability rather than verbal skills. These accommodations allow the student to participate fully in evaluations and accurately show what they learned.

79. (D) A drawing or diagram of base-ten blocks printed on a worksheet
In the CRA instructional model, the representational stage involves using pictures or drawings to represent physical objects and abstract symbols. A diagram of base-ten blocks on a worksheet is a classic example of an iconic aid. It provides a visual bridge between the concrete manipulation of physical blocks and the abstract numerical digits, helping students internalize underlying mathematical concepts.

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80. (C) Asking the student to look at two piles of blocks and point to the one with more
A concrete assessment involves the use of physical objects to demonstrate understanding. Asking a student to identify the larger of two piles of blocks directly measures their ability to compare quantities in a tangible way. This method is particularly appropriate for young children or students with intellectual disabilities, as it bypasses the need for abstract language or symbolic notation.

81. (B) Using high-contrast colors, bold lines, and tactile borders on key areas of the graphs
Visual charts and graphs can be made more accessible for students with low vision by increasing the contrast and thickness of the lines. Adding tactile borders or textures to key features allows the student to use their sense of touch to supplement their residual vision. These modifications ensure that the student can perceive and interpret graphical data effectively in mathematics.

82. (D) The number tags used for counting must be recited in a consistent, repeatable order rather than random sequences
The stable-order principle is one of the foundational rules of counting, stating that the sequence of number names must be consistent every time a group of objects is counted. For example, a child must always count in the same specific order rather than a random sequence. Mastering this principle is a key step in developing early numeracy for accurate quantity determination.

83. (A) Using paperclips or handspans to measure the physical length of classroom desks
Using non-standard units like paperclips or handspans to measure actual classroom objects is a concrete, experiential way to teach the concept of measurement. This hands-on activity allows students with special educational needs to experience the process of measuring directly before being introduced to standard units. Such practical experiences help build a deep conceptual understanding of length and measurement unit consistency.

84. (C) Instantly recognize the quantity of a small group of objects without counting one-by-one
Subitizing is the ability to instantly recognize the number of objects in a small group without having to count each one individually. Students with dyscalculia often struggle with this skill, requiring more time and effort to determine even small quantities. This deficit in basic number perception is a core feature of the disorder and can significantly impact their arithmetic fluency.

85. (A) Offering choices in math word problem themes like sports or animals to match personal student interests
Providing students with choices in their learning materials is a key UDL strategy for increasing engagement and motivation. When students can work on math problems that relate to their personal interests, they are more likely to stay focused and invested. This approach respects individual differences and helps reduce math anxiety by making the curriculum more relevant to a diverse group.

86. (D) Using virtual geoboard software operated via switch-access or eye-gaze technology
For students who lack the fine motor control to manipulate physical rubber bands on a geoboard, digital versions offer a viable alternative. Virtual geoboard software can be controlled through assistive technologies like switches or eye-gaze systems, allowing the student to create and explore geometric shapes independently. This accommodation ensures that the student can participate in the same activities as their peers.

87. (B) Systematically fading physical, verbal, and visual support prompts as the mathematical learner gains mastery
Scaffolded prompting is a technique used to support a student as they learn a new skill. By providing necessary help initially and then gradually reducing it as the student becomes more proficient, the teacher promotes independence and mastery. This process of fading prompts is crucial for students with intellectual disabilities, ensuring they eventually perform mathematical tasks on their own.

88. (C) Placing one toy dinosaur into each cardboard box while counting sequentially as they drop them
One-to-one correspondence is the understanding that each object being counted must be paired with exactly one number name. Physically placing one toy into a box while saying the corresponding number helps reinforce this concept in a tangible way. This foundational skill is essential for accurate counting and is often targeted through hands-on activities to ensure prerequisites for advanced numeracy.

89. (D) Using grid paper where shaded visual regions represent specific decimal values like shading squares
Representational supports use visual images to bridge the gap between concrete objects and abstract numbers. Using a grid where each square represents a decimal value—such as shading thirty squares to show 0.30—provides a

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clear visual model. This approach helps students understand the fractional part of a decimal and its relationship to the whole, making abstract symbolic notation more meaningful.

90. (A) Providing individual support and learning accommodations to facilitate education and maximize development
The RPWD Act 2016 requires educational institutions to proactively support students with benchmark disabilities by providing individualized accommodations and necessary learning supports. This mandate is intended to ensure that all students have the opportunity to reach their full potential and receive a quality education. By providing these supports, schools comply with national law and promote an inclusive environment for every learner.

91. (B) The student is subtracting the smaller digit from the larger, ignoring place value and regrouping
The student's error pattern shows that they are consistently subtracting the smaller number in each column from the larger one, without considering the place value or the need for regrouping. This is a common procedural misconception in subtraction. Identifying this specific pattern through error analysis allows the teacher to provide targeted instruction that focuses specifically on the concept of regrouping.

92. (B) The materials are provided in large print, high contrast, or braille, maintaining grade-level standards
An accommodated lesson plan ensures that students with disabilities can access the same curriculum as their peers by modifying the format or delivery of the instruction. For a student with low vision, this means providing materials in large print or braille while maintaining the same grade-level academic standards. These adjustments remove sensory barriers without lowering expectations for mathematical mastery.

93. (A) Struggle with abstract number concepts and require physical touch cues to add
TouchMath is a multisensory program that uses designated touchpoints on numbers to help students visualize their values. This approach is particularly helpful for students who struggle with abstract numerical reasoning and need concrete, physical cues to perform arithmetic. By providing a tactile and visual way to represent quantity, TouchMath helps build foundational calculation skills for learners who find arithmetic overwhelming.

94. (C) Practicing personal budgeting, calculating currency change, and managing bank accounts using local community resources
Community-referenced instruction focuses on teaching practical mathematical skills within the context where they will be used in adulthood. For transition-age youth with intellectual disabilities, learning to manage a budget and handle currency are essential skills for independent living. By practicing these tasks in real-world settings, students are more likely to generalize their learning and successfully navigate financial demands after school.

95. (D) Providing visual graphics of mathematical language and word problems to support reading
Many students with Autism Spectrum Disorder have strong visual processing skills but struggle with receptive language. Presenting mathematical word problems through visual diagrams or comic strips leverages their strengths to bypass language difficulties. This strategy makes the abstract language of the problem more concrete and accessible, allowing the student to apply their mathematical reasoning skills effectively and demonstrating their true knowledge.

96. (C) A multi-tiered framework providing increasingly intensive levels of instructional support based on continuous progress monitoring
Response to Intervention is a multi-tiered framework designed to provide early and increasingly intensive instructional support to students who struggle with academic skills. By using continuous progress monitoring, educators can identify which students need additional help and adjust the intervention accordingly. This proactive approach ensures that students receive the support they need before they fall behind, supporting effective inclusive mathematics instruction.

97. (B) To explore geometric shapes, area, perimeter, and symmetry by manipulating rubber bands on physical pegs
A geoboard is a versatile manipulative used to teach a variety of geometric and spatial concepts. By stretching rubber bands over physical pegs, students can create shapes and explore their properties, such as area, perimeter, and

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symmetry. This hands-on activity is particularly effective in inclusive classrooms because it provides a tactile and visual way for all students to engage with geometry.

98. (D) Using physical base-ten blocks or bundling wooden sticks into tens
The most concrete way to teach place value is through the physical grouping of objects. Using base-ten blocks or bundling wooden sticks into groups of ten allows students to see and feel the relationship between units and larger sets. This hands-on experience provides a tangible model of the decimal system, which is essential for understanding how numbers are constructed in mathematics.

99. (A) Providing an adapted compass with a bulb grip, or using dynamic geometry software on a tablet
Students with physical disabilities like cerebral palsy may face challenges with fine motor tasks, such as using a standard compass. Providing an adapted tool with a larger grip or using dynamic geometry software allows the student to participate in the same academic work as their peers. These adaptations focus on providing an accessible way to achieve the learning objectives in geometry.

100. (C) Providing authentic mathematical tasks connected to lived experiences, with flexible options for collaboration and regulation
To enhance engagement, the UDL framework suggests making learning activities relevant and meaningful to students' lives. Providing authentic mathematical tasks that connect to real-world experiences can increase interest and reduce anxiety. Additionally, offering flexible options for how students collaborate and regulate their learning helps create a more supportive and inclusive classroom environment. This approach encourages all students to take an active role.

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CHAPTER 06

Pedagogy of Teaching Social Science

1. Which of the following statements best describes the primary epistemological nature of Social Science, and how it informs inclusive classroom practices for children with intellectual disabilities?

(A) It is primarily an empirical, fact-based discipline that requires students to systematically master standardized chronological data prior to examining societal structures.

(B) It is interpretive and multi-perspective in nature, allowing teachers to present historical and social concepts through multiple modalities and simplified conceptual representations.

(C) It is highly theoretical and abstract, meaning its core concepts should be introduced only after a student has fully developed formal operational reasoning.

(D) It functions as a functional life-skills curriculum designed to support basic vocational training rather than broader civic education.

2. When teaching the concept of "Our Local Government" in a Social Science class, which approach best aligns with the constructivist perspective for a student with moderate developmental delay?

(A) Having the student memorize the list of municipal council duties.

(B) Assigning a written essay on the comparison between urban and rural local bodies.

(C) Providing a lecture with complex flowcharts illustrating the administrative hierarchy of the state.

(D) Facilitating a concrete role-play of a local weekly market where the student interacts with simulated community helpers.

3. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):

Assertion (A): In an inclusive Social Science classroom, historical sources must be presented to students with Visual Impairments through tactile models, audio descriptions, or embossed text.

Reason (R): Intellectual and sensory accessibility to historical evidence is a statutory right under the Rights of Persons with Disabilities (RPWD) Act, 2016, to ensure equal participation in the core curriculum.

(A) Both A and R are true and R is the correct explanation of A

(B) Both A and R are true but R is not the correct explanation of A

(C) A is true but R is false

(D) A is false but R is true

4. A middle school Social Science teacher wants to teach the geographical concept of "Earth's Rotation and Revolution." For a student with developmental dyspraxia who struggles with spatial visualization, which adaptation is most effective?

(A) Handing out a detailed printed reading passage describing planetary movements in mathematical terms.

(B) Asking the student to draw three-dimensional diagrams of the solar system on a grid sheet.

(C) Using a physical globe and a flashlight in a darkened room, allowing the student to physically rotate the globe while feeling the light-dark transition.

(D) Requiring the student to watch a high-speed, silent 2D animation without narration or captions.

5. Rahul is a Grade 7 student diagnosed with Autism Spectrum Disorder (ASD). He has a profound interest in maps and factual data but struggles with abstract social concepts like "Democracy" and "Equality" during Civics lessons. His Special Education Teacher and Social Science teacher collaborate to design an instructional unit. Which of the following strategies is most appropriate to help Rahul conceptualize "Democracy"?

(A) Creating a visual Social Story about classroom voting and rule-making.

(B) Exempting him from the Civics unit and providing basic arithmetic worksheets.

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(C) Asking him to write an academic essay on the historical origins of Athens.
(D) Providing a dictionary to memorize definitions of democratic terminology.

6. When analyzing the scope of Social Science curriculum at the elementary level, which document emphasizes that the study of Social Sciences must promote gender-sensitive, non-discriminatory perspectives and respect for diversity?
(A) Rehabilitation Council of India (RCI) Act, 1992
(B) Mental Healthcare Act, 2017
(C) Right to Education (RTE) Rules, 2010
(D) National Curriculum Framework (NCF) 2005

7. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Curriculum adaptation in Social Science for students with learning disabilities involves diluting the core academic content so they do not face cognitive strain.
Reason (R): The Universal Design for Learning (UDL) framework recommends offering multiple means of representation, expression, and engagement rather than lowering curriculum standards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. Which of the following is an example of an accommodation, rather than a modification, for a student with dysgraphia during a Social Science summative assessment on "The Mughal Empire"?
(A) Reducing the exam content to a few simple multiple-choice questions instead of short answers.
(B) Excusing the student from the unit exam entirely and instead grading them based on class attendance.
(C) Allowing the student to record their answers using assistive speech-to-text software.
(D) Replacing the entire history exam with a simple physical coloring activity of historical monuments.

9. Identify the correct combination of statements regarding the nature of Social Sciences:
I. It deals with both interpersonal relationships and the relationship of human beings with their socio-physical environment.
II. It is entirely subjective and lacks any scientific methodology or empirical validation.
III. It aims to develop critical thinking, democratic values, and civic competencies among students.
Which of the statements given above are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

10. To teach the economic concept of "Barter System" to a student with Mild Intellectual Disability, which of the following sequences of teaching represents the correct pedagogical progression?
(A) Concrete exchange → Pictorial representation → Simple scenarios → Formal terms
(B) Abstract definitions → Reading reference texts → Standard written exams → Group role-plays
(C) Complex flowchart analysis → Written essays → Memory drills → Practical exams
(D) Dictionary lookup → Teacher lecture → Short video clip → Independent research

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11. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Children with Hearing Impairment (HI) face significant challenges in comprehending abstract historical terminology when taught purely through lecturing.
Reason (R): Abstract terms in history often lack direct physical referents, requiring systematic visual supports, sign bilingualism, or semantic mapping to build conceptual networks.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. A teacher uses a tactile map of India made of thermocol, sand, and threads of varying thicknesses. Which group of students would benefit most directly from this specific instructional resource in a geography lesson?

(A) Students with Attention-Deficit/ Hyperactivity Disorder (ADHD)
(B) Students with Visual Impairment, including blindness
(C) Students with profound Hearing Impairment
(D) Students with Specific Learning Disability in Reading

13. Meera is an 8-year-old student with Cerebral Palsy who has limited fine motor control and uses a wheelchair. In a Social Science lesson on "Our Environment," the teacher plans a neighborhood field visit to identify local trees and public places. How should the teacher plan this activity to ensure Meera's full participation?
(A) Modify the outdoor route for wheelchair access and enable sensory, tactile exploration.
(B) Keep Meera in the school library with a standard picture book while the class goes outside.
(C) Cancel the field trip entirely for the class to prevent Meera from feeling singled out.
(D) Have Meera's parents take her separately on the weekend and submit a written summary.

14. Which of the following is the most suitable instructional strategy for teaching the geographical concept of "Landforms" (mountains, plateaus, plains) to a student with a Specific Learning Disability (SLD) in spatial processing?
(A) Providing a comprehensive list of dictionary definitions of landforms to memorize.
(B) Presenting a highly complex geological contour map without any added color coding.
(C) Using 3D clay models and sandboxes to physically shape and feel the elevations.
(D) Lecturing on landform structures using highly technical and advanced vocabulary.

15. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Cooperative learning models in Social Science classrooms, such as the Jigsaw method, are highly effective for integrating students with social communication difficulties.
Reason (R): Cooperative learning structures eliminate interpersonal conflicts and social anxiety, removing the need for teacher facilitation or scaffolding.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. What is the primary function of a "Concept Map" when used in a Social Science lesson for a student with cognitive processing delays?
(A) To evaluate the student's fine-motor control, drawing accuracy, and artistic skills.
(B) To replace standard reading materials completely so the student never needs to practice reading.
(C) To visually organize information and show structural connections between key ideas.
(D) To serve as a traditional summative assessment that measures rote recall of facts.

17. Identify the correct combination of components that must be included in an Individualized Education Programme (IEP) for a student with a disability in a Social Science general education classroom:
I. Current level of academic achievement and functional performance (PLAAFP) in Social Science.
II. Measurable annual goals and short-term instructional objectives.
III. Specific special education and related services, including curriculum modifications and accommodations.
IV. A declaration that the student will not be allowed to participate in any co-curricular school field trips.
Which of the statements given above are correct?
(A) I, II, and IV
(B) I, II, and III
(C) II, III, and IV
(D) I, III, and IV

18. Which of the following assessment methods is most appropriate for assessing a student with severe speech-language impairment during a Social Science unit on "Civic Duties"?
(A) A mandatory, formal ten-minute oral viva-voce examination in front of a panel.
(B) A rapid-fire verbal questioning session conducted in a very loud classroom.
(C) Grading the student entirely on their quiet sitting posture during class hours.
(D) A portfolio of pictorial projects, matching tasks, and brief AAC-aided answers.

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19. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The teaching of history in school should transition from a focus on memorizing dynastic lists to historical inquiry and analysis of sources.
Reason (R): Historical inquiry helps students, including those with learning disabilities, develop critical thinking skills by evaluating evidence, perspectives, and biases.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

20. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, which of the following is a mandated duty of educational institutions regarding teaching-learning materials?
(A) Providing identical standard printed learning materials to all students without any adaptational support.
(B) Restricting classroom assistive technology options strictly to specific computer science labs.
(C) Providing accessible learning materials in diverse formats like Braille or audio.
(D) Mandating parents of visually impaired children to locate or create their own tactile learning materials.

21. Simran, a Grade 6 student, has dyslexia. During Social Science lessons, she experiences severe anxiety when asked to read historical passages aloud in front of the class. His reading speed is below grade level, and she frequently skips lines. Which pedagogical action by the teacher is most inclusive and sensitive to Simran's needs?
(A) Allowing private reading practice with a peer or using assistive audiobooks in class.
(B) Continuing to call on her randomly for aloud reading to build confidence through exposure.
(C) Excusing her from history lessons entirely and sending her to a separate resource room.
(D) Grading her lower on daily class participation because she declines to read in public.

22. When designing a lesson plan on 'The French Revolution', which of the following represents an example of a differentiated process?
(A) Giving written tests to some and oral exams to others based on individual expression strengths.
(B) Requiring all students in class to complete identical worksheets within a uniform timeframe.
(C) Exempting struggling students from history lessons and transferring them to arts programs.
(D) Providing tiered reading materials and graphic organizers tailored to diverse reading levels.

23. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): A Social Science teacher must work in close collaboration with the Special Education Teacher to modify classroom materials for children with special needs (CWSN).
Reason (R): Special Education Teachers possess expertise in disability-specific accommodations, while the subject teacher provides content-area expertise in Social Science.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

24. Which of the following is the most suitable strategy for teaching the abstract economic concept of "Incomes and Expenditures" to an elementary student with Dyscalculia?
(A) Assigning long rows of complex multi-digit math subtraction sheets simulating bank ledgers.
(B) Requiring the student to memorize abstract financial formulas related to interest rates.
(C) Using play money, color-coded visual charts, and practical shopping simulation games.
(D) Presenting text-dense presentation slides detailing macro-economic theories and definitions.

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25. Identify the correct combination of characteristics of a "Reflective Social Science Practitioner":
I. Systematically reviews their own teaching practices to identify barriers to learning for CWSN.
II. Rigidly adheres to the pre-planned curriculum without making on-the-spot accommodations.

III. Uses action research as a tool to solve practical classroom challenges in inclusive setups.
IV. Welcomes feedback from special educators, therapists, and parents of CWSN.

Which of the statements given above are correct?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and IV
(D) I, II, and IV

26. In the context of Social Science curriculum planning, "Task Analysis" is best defined as:
(A) Breaking down a complex skill or concept into small, sequential, and manageable learning steps.
(B) Assigning students large chunks of reading assignments to complete independently over weekends.
(C) Evaluating final written exam papers strictly using a standardized rubric and answer key.
(D) Utilizing behavioral management methods to minimize off-task actions during direct instruction.

27. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): In an inclusive classroom, formative assessment in Social Science should be continuous and utilize varied tools like portfolios, observation checklists, and interactive quizzes.
Reason (R): Summative written examinations are the only legally recognized method of assessing social science proficiency under the NEP 2020.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. Which of the following is a direct application of the "Universal Design for Learning (UDL)" principle of "Multiple Means of Representation" in a geography lesson on "Climate Zones"?
(A) Requiring all students in the class to complete a five-page descriptive essay on global climate.
(B) Using standard reading materials alongside tactile maps and narrated digital climate models.
(C) Grading student knowledge exclusively on a single standardized closed-book multiple-choice test.
(D) Arranging a quiet study hall session where students must read printed texts in complete silence.

29. Aman is a Grade 5 student with low vision who uses a screen magnifier. During a Social Studies lesson on "National Symbols of India," the teacher shows a standard printed colorful poster of the National Flag and the National Emblem. Aman is unable to distinguish the details. What is the most immediate and appropriate adaptation the teacher should provide?
(A) Providing a high-contrast digital poster on a tablet along with a tactile replica model.
(B) Assigning Aman a seat at the very back of the classroom so he does not block other classmates.
(C) Having a classmate whisper a description of the poster to him while the normal lesson proceeds.
(D) Excusing him from studying national symbols entirely while simply marking him present for class.

30. Which pedagogical method in Social Science is based on the philosophy of John Dewey, emphasizing learning by doing, problem-solving, and democratic inquiry through group activities?
(A) Lecture-Demonstration Method
(B) Direct Instruction Method
(C) Project Method
(D) Rote Memorization Drills

31. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Students with Attention-Deficit/ Hyperactivity Disorder (ADHD) often perform better in Social Science activities that are highly structured, interactive, and broken into short segments with physical movement.
Reason (R): Prolonged passive listening during traditional lectures can exacerbate inattentiveness and hyperactive behaviors due to high cognitive demand and lack of active engagement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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32. Which of the following is an INCORRECT pair of a pedagogical strategy and its targeted disability-related accommodation in a Social Science class?
(A) Braille Maps — Visually Impaired student
(B) Closed Captioned Videos — Hearing Impaired student
(C) Long, continuous text-heavy essays — Dysgraphia student
(D) Visual Schedule and Social Stories — Autism Spectrum Disorder student

33. Identify the correct combination of provisions for Children with Special Needs (CWSN) under Section 3 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 (amended in 2012):
I. Children with disabilities as defined in the RPWD Act, 2016 have the right to free and compulsory elementary education.
II. A child with multiple disabilities has the right to opt for home-based education.
III. School infrastructure must be barrier-free to allow access for children with locomotor disabilities.
IV. CWSN are exempt from all examinations and can be promoted to the next grade without any evaluation.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, and IV

34. To teach the historical concepts of "Chronology" and "Timelines" to a student with an Intellectual Disability, which strategy is most effective?
(A) Presenting a detailed digital timeline containing multiple columns, dates, and tiny fonts.
(B) Having the student compose a chronological research paper detailing ancient Indian dynasties.
(C) Memorizing a comprehensive list of dynastic dates through repetitive daily classroom chanting.
(D) Using a physical clothesline with cards of personal life events before introducing historical dates.

35. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The teaching of Civics in schools has been shifted to "Political Science" to move away from a legacy of obedient colonial citizenship to active, critical democratic citizenship.
Reason (R): The National Curriculum Framework (NCF) 2005 suggests that the term 'Civics' was associated with obedience and loyalty, whereas 'Political Science' emphasizes critical analysis of power and governance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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36. Which of the following describes the "Source Method" of teaching history and its specific benefit for an inclusive classroom?
(A) Relying strictly on a single printed source to prevent cognitive confusion about historical perspectives.
(B) Copying verbatim lecture notes delivered by the teacher from specialized, high-level scholarly resources.
(C) Direct interaction with primary sources like coins or tactile objects to make history concrete and multisensory.
(D) Restricting lessons to advanced analytical research tasks that are too complex for students with disabilities.

37. Karan is a 12-year-old student with a Specific Learning Disability in written expression (Dysgraphia). In his Social Science class, he is highly verbal, participates actively in discussions, and understands historical concepts deeply. However, during written exams, he fails to write more than two sentences and experiences extreme physical fatigue. How should the Social Science teacher adapt the evaluation process?
(A) Offering oral testing, a scribe, or word processors with text-prediction features.
(B) Excusing the student from assessments entirely and granting grades based on attendance.
(C) Practicing physical hand-writing exercises for several hours daily to correct motor skills.
(D) Reducing overall test marks by half due to incomplete standard written exam paperwork.

38. When planning an inclusive Social Science lesson plan on "Natural Vegetation and Wildlife" for an

inclusive elementary class, how can the teacher apply the "Multiple Means of Engagement" component of UDL?
(A) Directing class members to work individually on standard reading sheets with uniform writing tasks.
(B) Providing a single reading passage and ten identical comprehension questions to be completed by all.
(C) Requiring the entire class to view a lengthy silent nature documentary without interactive tasks.
(D) Offering choices like individual brochures, group habitat models, or a peer conservation debate.

39. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Tactile graphics and embossed maps are highly useful for students with Visual Impairment, but they are of minimal educational value and potentially distracting to sighted students in a geography class.
Reason (R): Sighted students can benefit from tactile resources as multisensory learning reinforces spatial understanding and conceptual retention for diverse learners.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. Under the National Education Policy (NEP) 2020, inclusive education is supported through which of the following curricular and pedagogical modifications?
(A) Creating rigid, separate vocational paths starting from early elementary grades for all CWSN.
(B) Deleting core social science topics from the standard curriculum to focus solely on language study.
(C) Providing flexible subject choices, ISL learning materials, and assistive technologies.
(D) Encouraging separate special educational facilities to operate completely apart from public schools.

41. Identify the correct combination of statements explaining why "Field Trips" are an invaluable instructional approach in Social Science for CWSN:
I. They provide concrete, real-world experiences that bridge the gap between abstract classroom concepts and real life.
II. They provide multisensory learning opportunities (visual, auditory, tactile, kinesthetic) for students with sensory impairments.
III. They eliminate the need for any pre-planning, administrative permissions, or student accommodations.
IV. They foster social inclusion and peer bonding in natural community settings.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

42. When teaching the concept of "Socio-Economic Inequality" (such as caste or gender-based discrimination) in a Middle School Social Science class, how can the teacher ensure a sensitive, inclusive environment for students who may have experienced discrimination?
(A) Using critical pedagogy, objective case studies, constitutional rights, and values of mutual respect.
(B) Avoiding sensitive sociological topics entirely to prevent any personal discomfort among the students.
(C) Asking specific students to share their personal encounters with societal bias in front of the class.
(D) Reading out prejudiced historical documents without conducting analytical discussions on their biases.

43. A Social Science teacher wants to assess the conceptual understanding of a student with Moderate Intellectual Disability regarding "Traffic Rules and Road Safety." Which assessment task is most appropriate?
(A) Directing the student to compose a five-hundred-word historical essay on traffic laws in India.
(B) Matching toy traffic signs with their correct functional safety actions in a concrete simulation.
(C) Requiring memorization of the administrative hierarchy of national ministries of transport.
(D) Giving a standard written paper-pencil test featuring complex questions on vehicle

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44. What is the role of the Rehabilitation Council of India (RCI) regarding the preparation of teachers for children with disabilities in India?
(A) RCI coordinates the administrative schedules and formats of national civil service examinations.
(B) RCI standardizes the training curricula for special education teachers and monitors registration.
(C) RCI directly prints and distributes all elementary history and geography school books.
(D) RCI determines the unified salary grades and benefit packages of school principals nationwide.

45. Which of the following is an example of "Scaffolding" in a history lesson about "The Harappan Civilization" for a student with an intellectual disability?
(A) Providing graphic organizers with simple sentence starters and visual icons to guide writing.
(B) Giving the student a preview copy of the final exam paper along with written answers beforehand.
(C) Directing the student to independently study advanced university texts on archaeology.
(D) Assigning a classmate to complete all project research and poster tasks on behalf of the child.

46. Which of the following is the most suitable assistive technology for a student with severe physical/motor disability (non-verbal, limited hand movement) to participate in a Social Science class debate on "Environmental Conservation"?
(A) A traditional mechanical typewriter requiring fine motor coordination for keystrokes.
(B) A basic tape audio recorder containing no accessible external playback or edit controls.
(C) An eye-gaze device or AAC tablet programmed with pre-recorded debate arguments.
(D) A standard printed secondary school book covering major ecological terms and concepts.

47. In the context of Social Science instruction, "Chaining" is a behaviorist teaching technique. Which of the following best demonstrates "Forward Chaining" in teaching a student with an intellectual disability how to use a library to find a history book?
(A) Guiding the student to complete only the very final step of checkout while the instructor performs prior steps.
(B) Expecting immediate mastery of all library navigation procedures in one lesson without instructional cues.
(C) Requiring the student to compose a technical theoretical paper detailing decimal book catalog systems.
(D) Mastering the first step (entering) first, then the next step (locating), until the sequence is complete.

48. When planning an inclusive Social Science curriculum, the principle of "Equitable Use" under Universal Design (UD) implies that:
(A) The curricular materials are identical for all learners to ensure standardized administration.
(B) Students with CWSN are provided a distinct and simplified curriculum in separate rooms.
(C) The design is useful to people with diverse abilities, avoiding user segregation.
(D) Access to assistive learning tools is restricted to students with high grade averages.

49. Identify the correct combination of steps involved in creating an effective "Action Research" cycle by an inclusive Social Science teacher:
I. Plan: Identifying a specific classroom barrier (e.g., Visually Impaired students struggling with standard map reading) and planning an intervention (e.g., tactile map integration).
II. Act: Implementing the planned intervention in the classroom.
III. Observe: Collecting qualitative and quantitative data on student engagement and learning outcomes.
IV. Reflect: Analyzing the data, reflecting on the effectiveness of the intervention, and planning next steps.
V. Ignore: Disregarding data that does not fit the teacher's preconceived notions about the student's limitations.
Which of the statements given above are correct?
(A) I, II, III, and V
(B) I, II, III, and IV
(C) II, III, IV, and V
(D) I, III, IV, and V

50. Which of the following is a primary source of history that can be directly used in a secondary

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(B) They offer illustrative strategies and modified assessment tasks to help integrate CWSN in normal classrooms.
(C) They outline specific physical setups intended solely for segregated special residential centers.
(D) They address mathematics and natural sciences exclusively while completely ignoring social studies.

76. In an inclusive classroom, when a Social Science teacher uses "Peer Tutoring," which of the following is a crucial guideline to ensure its success?
(A) Pair the student with critical classmates who will identify writing mistakes in an aggressive manner.
(B) Train tutors on offering positive reinforcement, using prompts, and respecting learning styles.
(C) Restrict the child with special needs to receiving help rather than ever acting as the group tutor.
(D) Allow the student pairs to work completely alone without any systematic teacher oversight or rules.

77. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Constructivist teaching in Social Science focuses on active learner participation and experiential learning.
Reason (R): For children with learning disabilities, constructivism means they should be left entirely to discover complex historical dates and geographical facts on their own without any explicit instruction or teacher guidance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

78. When teaching a lesson on "Our State Government" (Legislature, Executive, Judiciary) to an inclusive class, which graphic organizer is most appropriate to help students with developmental delays understand the organizational structure?
(A) A dense, unorganized, single-paragraph written text detailing legal provisions.
(B) A highly advanced coordinate math grid showing geometric formulas and shapes.
(C) A color-coded organizational chart with clear definitions and simple text blocks.
(D) A random, unsorted collection of photographic images depicting government halls.

79. Which of the following is an example of "Universal Design for Learning (UDL)" in a summative assessment of a Social Studies unit on "Ancient Civilizations"?
(A) Requiring all class members to finish a standard written exam in English in exactly sixty minutes.
(B) Restricting exam formats strictly to multiple-choice items without allowing extra time extensions.
(C) Excusing any student holding an IEP from participating in testing and awarding automatic top grades.
(D) Offering choices to demonstrate learning via essays, 3D models, oral reports, or digital slides.

80. What does the term "Curriculum Adaptation" mean in the context of inclusive education?
(A) Swapping standard learning materials with simplified materials from lower grades without recording academic progress.
(B) Standardizing instructional delivery to ensure all students receive identical lectures.
(C) Modifying teaching processes, materials, and assessments to support diverse learner access.
(D) Deleting all abstract civic, geographical, and historical concepts from mainstream courses.

81. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): For a student with developmental dyscalculia, the geographical concepts of reading scale coordinates, distances, and map measurements can be highly challenging.
Reason (R): Dyscalculia is a specific learning disability that affects a student's ability to understand numbers, mathematical calculations, and spatial-numerical relationships.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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57. Identify the correct combination of elements that a Social Science teacher must consider when designing a lesson plan under the Universal Design for Learning (UDL) framework:
I. Providing multiple options for perception (e.g., adjusting text size, contrast, providing text-to-speech).
II. Offering multiple options for physical action and expression (e.g., keyboard, speech-to-text, touch screens, oral response).
III. Using only one standardized, lecture-based delivery method to maintain classroom uniformity.
IV. Offering multiple options for recruiting interest and sustaining effort (e.g., choice of tasks, culturally responsive content, collaboration).
V. Ensuring all activities are designed without any visual or sensory aids to avoid overstimulating students.
Which of the statements given above are correct?
(A) I, II, and IV
(B) I, III, and V
(C) II, III, and IV
(D) I, II, and V

58. Which of the following is an example of an assessment accommodation in Social Science that supports a student with sensory processing sensitivity who cannot tolerate loud, crowded exam rooms?
(A) Assessment in a quiet, distraction-free room with flexible timing.
(B) Testing in a large communal hall with visual dividers but standard auditory levels.
(C) Grading based on classroom observation reports during small-group tasks.
(D) Replacing written tests with hands-on, non-academic mechanical tasks.

59. When teaching the concept of "Diverse Livelihoods" in a Social Studies class, which of the following materials is most culturally responsive and inclusive?
(A) Printed materials depicting corporate fields as superior while neglecting typical rural jobs.
(B) Narratives showing diverse genders, abilities, and communities working in dignified occupations.
(C) Lectures criticising traditional rural artisans for failing to employ automated equipment.
(D) Presenting corporate flowcharts without providing any translations or basic explanations.

60. Under the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) Article 24, State Parties are obliged to ensure:
(A) Full segregation of sensory impaired children into separate specialized schools.
(B) An inclusive educational system focused on full human potential and personal dignity.
(C) Systematic exclusion of children with developmental delays from standard campuses.
(D) Unified exam patterns that explicitly reject any modifications for disabled test-takers.

61. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Cooperative learning groups in geography lessons should be heterogeneous, consisting of students with diverse learning profiles and abilities.
Reason (R): Heterogeneous grouping encourages peer tutoring, social inclusion, and collaborative problem-solving, which benefits both high-achieving students and CWSN.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

62. Which of the following teaching methods is most effective for a student with developmental dysgraphia who needs to construct a conceptual model of "A River Basin"?
(A) Requiring a three-page handwritten essay with strict penalties for spelling errors.
(B) Dictating lengthy lectures on tributary details and grading on physical note accuracy.
(C) Building a 3D sand model or using drag-and-drop digital diagrams of a river system.
(D) Showing silent fast-paced animated clips without accompanying physical model demonstrations.

63. When planning an instructional unit on "The Indian Constitution" for students with high-functioning Autism Spectrum Disorder (ASD), which approach is most appropriate?

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and substituting basic physical coordination drills.

89. Identify the correct combination of guidelines for creating high-quality "Tactile Maps" for visually impaired students in geography:

I. Use distinct textures (e.g., sandpaper, smooth plastic, velvet, corrugated cardboard) to represent different geographic features like land, water, and mountains.
II. Keep the map uncluttered, with a limited number of features, to avoid tactile confusion.
III. Include a clear Braille key or legend that explains what each texture represents.
IV. Use only standard visual colors and make the textures completely flat and identical.
V. Ensure all labels are written in a microscopic font size.

Which of the statements given above are correct?
(A) I, II, and III
(B) II, III, and IV
(C) I, III, and V
(D) I, II, and IV

90. Which of the following describes the "Inquiry-Based Approach" in teaching Social Science?
(A) Students formulate questions, gather sources, analyze evidence, and draw conclusions.
(B) The instructor reads aloud standardized factual summaries while pupils copy down the notes.
(C) Students spend class time memorizing lists and table names from reference books.
(D) Traditional lecturing models where questions from the class are systematically discouraged.

91. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):

Assertion (A): In an inclusive Social Science classroom, a teacher must cultivate a classroom environment that respects and celebrates diverse cultural, socio-economic, and disability backgrounds.

Reason (R): A supportive, non-threatening social-emotional climate reduces anxiety, increases self-concept, and enhances learning outcomes for all students, especially CWSN.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

92. Which of the following is the most appropriate accommodation for a student with Dyscalculia when assessing their geographical skills on a map scale?
(A) Removing the map section from their exam papers entirely and reducing total score limits.
(B) Allowing calculators, using physical measurement blocks, and providing grid papers.
(C) Demanding they complete long division problems on blank paper sheets within strict timings.
(D) Directing them to memorize large tables of geographic distance values using oral chants.

93. What is the significance of the curricular recommendation that Social Science teaching should "throw light on local realities"?
(A) Connecting academic concepts with the local environment to make learning concrete and meaningful.
(B) Directing social studies instructors to completely bypass national and world history lessons.
(C) Mandating regional dialects exclusively while banning the instruction of national languages.
(D) Advising schools to prioritize immediate local municipal politics over global geography.

94. A Social Science teacher wants to teach the concept of "Judiciary and Courts" to a student with developmental delay. Which of the following strategies is most appropriate?
(A) Demanding raw memorization of all major constitutional clauses relating to the Supreme Court.
(B) Directing the student to compose an extensive research paper discussing judicial activism in India.
(C) Running a simplified mock court where students resolve classroom disputes using rules of fairness.
(D) Reading aloud complex historical litigation files and judgments using advanced legal English.

95. Sumit is an 11-year-old student with ADHD who gets easily distracted by visual posters on the wall and classmate movements. During Social Studies lessons, he sits near a busy window. His teacher notices that Sumit rarely completes his

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kinesthetic inputs) benefits only those students who are diagnosed with clinical sensory impairments.
Reason (R): Sighted and hearing students also process and retain information more effectively when multiple neural pathways are stimulated during learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

70. When teaching the concept of "Time Zones" in geography to an inclusive class, which of the following represents an effective differentiated activity?
(A) Mandating that all class members solve global GMT offset tasks in their heads with no visual aids.
(B) Exempting students with special needs from studying geography units and marking them as not graded.
(C) Utilizing rapid-paced spoken explanations of spatial mechanics without supporting visual printouts.
(D) Providing globes, color charts, and choices to write, draw, or use digital clocks to solve differences.

71. Which of the following is a key competency developed through the study of Social Sciences, as highlighted by contemporary educational policies?
(A) Rote memorization of complex organizational structures without questioning rules.
(B) Critical inquiry, appreciation of diverse perspectives, and civic responsibility.
(C) Strict conformity to traditional practices alongside resistance to social reforms.
(D) Learning purely technical or mathematical skills divorced from actual human contexts.

72. Aanya is a Grade 8 student who has a severe Hearing Impairment (HI) and communicates primarily through Indian Sign Language (ISL). During a Social Science lesson on "The Indian National Movement," the teacher shows a 15-minute documentary video. What must the teacher do to ensure Aanya has full access to this instructional resource?
(A) Expecting her to sit silently in the dark room during presentation, learning solely from the visual streams.
(B) Dismissing her to the outer playground during the audiovisual session to prevent her from feeling bored.
(C) Ensure the video features accurate closed captions or provides a simplified written transcript beforehand.
(D) Requiring a nearby peer to jot down real-time summaries of spoken dialogue on scrap paper during the show.

73. Identify the correct combination of parameters of "Differentiated Assessment" in an inclusive Social Science classroom:
I. Allowing students to choose their mode of expression (written, oral, digital, tactile).
II. Adjusting the difficulty level of questions based on cognitive profiles without losing the core conceptual objective.
III. Providing flexible timing and sensory-friendly settings during testing.
IV. Using standard, unmodified, high-stakes written tests for all students to ensure absolute fairness.
V. Incorporating formative feedback, self-evaluation, and rubrics that measure individual progress.
Which of the statements given above are correct?
(A) I, II, III, and IV
(B) I, II, III, and V
(C) II, III, IV, and V
(D) I, III, IV, and V

74. Which of the following is the most appropriate teaching methodology for teaching the geographical concept of "Water Cycle" to an inclusive class of diverse learners?
(A) Setting up stations with captioned videos, hand-on physical models, and tactile graphics.
(B) Explaining the processes strictly via a thirty-minute lecture with no board drawings.
(C) Having pupils read ten pages from the study material in complete silence and answer standard exercises.
(D) Memorizing long lists of scientific definitions without any supporting diagrammatic aids.

75. What is the significance of national inclusive teaching guidelines and exemplar resource materials in Social Sciences?
(A) They mandate rigid exam papers that teachers must print and distribute without any modifications.

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school Social Science classroom to teach the "Partition of India" in an inclusive way?
(A) A standard modern secondary school history reference book chapter newly drafted and published in 2021.
(B) A stylized fictional movie production created in Hollywood studios during the late nineties.
(C) A generalized, descriptive online encyclopedia entry hosted on an unverified internet blog.
(D) Transcribed oral narratives and interviews of survivors in large print and sign language formats.

51. When teaching geographical coordinates (Latitude and Longitude) to a student who has a severe visual impairment, which of the following instructional aids is most effective?
(A) A tactile 3D globe featuring raised, textured lines for key grid coordinates.
(B) A standard printed paper world map with color-coded geographic boundaries.
(C) Pointing directly to map illustrations projected onto a front smartboard.
(D) Reading aloud list values of geographical measurements from standard texts.

52. What is the fundamental goal of "Reflective Teaching" in an inclusive Social Science classroom?
(A) To rigidly enforce classroom rules and implement punitive protocols for off-task students.
(B) To complete standard lesson plans quickly without pausing to address student questions.
(C) To regularly evaluate and modify one's practices to support diverse learner needs.
(D) To design standardized assessments that evaluate the classroom's overall performance metrics.

53. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The "Story-Telling Method" is highly effective in teaching historical events to younger children and students with learning disabilities.
Reason (R): Narrative structures help in organizing information chronologically and emotionally, making abstract events more relatable and easier to recall than isolated facts.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

54. A student with ADHD in your Social Science class frequently becomes restless during long reading assignments. Which of the following classroom modifications is most appropriate?
(A) Directing the child to remain completely motionless in front desks during long class periods.
(B) Asking the student to wait in outer corridors whenever they exhibit fidgeting behaviors.
(C) Giving the student double written homework assignments to expend their physical energy.
(D) Dividing tasks into shorter intervals with active cards and occasional physical motor breaks.

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55. Siddharth is a 10-year-old student diagnosed with Moderate Intellectual Disability. The general class is learning about "Our Community Helpers" in Social Studies. The special education teacher and the general education teacher decide to co-teach this unit. Which of the following activities represents the most inclusive and effective learning design for Siddharth?
(A) He sits at a back desk coloring cartoons while other pupils compose comparative research essays.
(B) Siddharth pairs tangible toy tools with color-coded helper cards, assisted by a classmate.
(C) He is reassigned to a separate special educational facility for the duration of this unit.
(D) He is directed to read complex legislative acts on labor rights and deliver oral summaries.

56. Which of the following is a key recommendation of the National Education Policy (NEP) 2020 regarding the assessment of Children with Special Needs (CWSN)?
(A) Students must undergo standardized annual assessments with no modifications or accommodations.
(B) Students should be fully excused from all regular classroom tracking and academic testing.
(C) Assessment should be flexible, utilizing portfolios, peer-reviews, and assistive technologies.
(D) Testing must be carried out exclusively by clinical specialists during periodic formal

82. Which of the following is a primary duty of a general Social Science teacher in a co-teaching setup with a Special Education Teacher?
(A) To leave the instructional space entirely once the resource specialist arrives in the room.
(B) To delegate the scoring of all general and modified exam scripts to the special educator alone.
(C) To confine the support teacher to working only with CWSN in a distant corner of the classroom.
(D) To share planning, merge content pedagogy, and support inclusive strategies for all students.

83. Harish is a Grade 7 student with a Locomotor Disability (Spina Bifida) who uses a motorized wheelchair. The Social Science class is planning a local visit to a historical museum. The museum has a long flight of stairs at the entrance and no ramp or elevator. What action should the school and the teacher take under the RPWD Act 2016?
(A) Arrange accessibility with the museum or select a barrier-free site to ensure Harish can participate.
(B) Leave him at school under the care of administrative workers while other classmates make the trip.
(C) Cancel the excursion completely and require the class to view a historical movie in the media room.
(D) Request that the family members physically lift his heavy chair up the stairs at the entrance hall.

84. Which of the following is the best example of a "Diagnostic and Remedial" strategy in an inclusive Social Science class for a student struggling with the concept of "Distinguishing between Oceans and Continents"?
(A) Awarding failing grades on map quizzes and telling the student to memorize the facts at home.
(B) Directing the student to copy key geographic terms a hundred times in standard writing books.
(C) Pinpointing the exact error and using color-coded tactile models in small-group reviews.
(D) Overlooking the conceptual block and proceeding directly with the remaining curriculum topics.

85. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The use of Augmentative and Alternative Communication (AAC) systems in Social Science classrooms is restricted only to language therapy sessions.
Reason (R): AAC allows non-verbal students to participate in social studies discussions, answer questions, and express their understanding of historical or civic concepts.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Which of the following is an inclusive teaching strategy when conducting a whole-class debate in Social Science on the topic "Technology: A Boon or Bane"?
(A) Allocating participation opportunities based on spontaneous hand-raising.
(B) Running quick, unstructured verbal rounds that hinder children with processing delays.
(C) Barring students who have speech impairments from attending or joining the discussions.
(D) Allowing written response cards, pre-recorded audio arguments, or visual voting.

87. Under the RPWD Act, 2016, how many benchmark disabilities are recognized for provisions in education and employment?
(A) 7
(B) 10
(C) 15
(D) 21

88. When designing a lesson plan on "The French Revolution," which of the following represents an effective application of "Task Analysis" for a student with an intellectual disability?
(A) Instructing the student to read the entire twenty-page standard reading passage in one sitting.
(B) Demanding full memorization of revolutionary dates before teaching the underlying social causes.
(C) Breaking the unit into steps: identify rulers, outline social unfairness, and trace key events.
(D) Deleting the historical curriculum entirely

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(A) Presenting highly abstract philosophical definitions of state structures without concrete details.
(B) Excusing the student from political units and transferring them to external sensory therapy rooms.
(C) Assigning unmodified legal texts of the constitution for unassisted independent study projects.
(D) Using visual flowcharts, structured rules, concrete school voting, and visual schedules.

64. What is the main objective of using "Diagnostic Testing" in Social Science before starting a new unit on "Maps"?
(A) To organize class rankings from high to low and display the findings on public school boards.
(B) To penalize and grade down students who struggle with baseline physical map drafting skills.
(C) To assess existing knowledge and spatial skills so that suitable adaptations can be planned.
(D) To complete routine administrative profiles without adjusting the upcoming lesson plans.

65. Identify the correct combination of co-teaching models that can be implemented by a Social Science teacher and a Special Education teacher:
I. One Teach, One Observe: One teacher delivers instruction while the other collects data on student behaviors and learning.
II. Station Teaching: Teachers divide content and students; each teacher teaches a portion of the content to one group before rotating.
III. Parallel Teaching: Teachers teach the same material to two equal-sized groups in the same room.
IV. Alternative Teaching: One teacher works with a larger group while the other takes a smaller group for remediation or enrichment.
V. Segregated Teaching: The special educator takes all CWSN to the basement and teaches them a completely unrelated curriculum.
Which of the statements given above are correct?
(A) I, II, III, and V
(B) I, II, III, and IV
(C) II, III, IV, and V
(D) I, III, IV, and V

66. A student with low vision needs to read a 10-page historical text on "The Gupta Dynasty." Which accommodation is most appropriate to include in their IEP?
(A) Exempting them from study requirements entirely and grading them on minor artistic projects.
(B) Recruiting classmates to read the historical handouts aloud during unsupervised afterschool hours.
(C) Offering standard small-font printed materials paired with basic handheld magnification lenses.
(D) Providing the text in screen-reader compatible digital formats or 18-point large print.

67. Which of the following is an INCORRECT statement regarding the adaptation of "Social Science Curriculum" for students with cognitive disabilities?
(A) Adaptation involves replacing standard academic content in history, geography, and civics with basic life-skills instruction unrelated to the general curriculum.
(B) Adaptation should maintain the core essence and essential themes of the general curriculum while simplifying the cognitive complexity.
(C) Adaptations can include the use of concrete representations, graphic organizers, and simplified vocabulary.
(D) The curriculum should be adapted based on the student's unique individual learning needs as documented in their IEP.

68. What is the primary purpose of a "Social Story" in a Civics class for a student with Autism Spectrum Disorder (ASD)?
(A) To instruct the student in sophisticated research and empirical study methods in sociology.
(B) To function as a creative writing worksheet designed mostly for advanced academic learners.
(C) To describe social scenarios, expectations, and positive behaviors in structured ways.
(D) To serve as a direct replacement for standard historical texts on complex international wars.

69. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Multisensory teaching in Social Science (using visual, auditory, tactile, and

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seatwork. Which of the following environmental modifications is most appropriate?
(A) Placing the student behind a tall wooden partition at the back of the classroom for all periods.
(B) Requesting that the family educate the student at home where visual distractions are minimized.
(C) Stripping all instructional aids, maps, and color posters from the walls of the school building.
(D) Moving his desk away from windows to a quiet area facing the teacher, near peers during groups.

96. When teaching the concept of "Seasons and Earth's Orbit" to an inclusive class, how can the teacher implement the UDL principle of "Multiple Means of Action and Expression"?
(A) Mandating that all class members complete a standardized thousand-word descriptive essay on space.
(B) Requiring each student to answer a series of rapid oral questions in front of the entire class.
(C) Allowing students to build 3D models, role-play orbits, write poems, or design digital slides.
(D) Assigning final grades based strictly on how quietly and straight the student sits during class.

97. Which of the following is a primary function of a "Special Educator" in a regular government school under an inclusive education scheme?
(A) To operate a distinct, completely segregated facility located within the main school boundary.
(B) To collaborate with teachers, design IEPs, adapt curriculum, support CWSN, and counsel families.
(C) To serve as an on-call substitute teacher for standard classes when general educators are out.
(D) To issue official clinical diagnoses and prescribe medical treatments for cognitive disorders.

98. Which of the following is an INCORRECT pair of a legislative framework/policy and its primary focus in education?
(A) RCI Act 1992 — Standardization and regulation of training programs for special educators and rehabilitation professionals.
(B) RTE Act 2009 — Free and compulsory education for children aged 6–14 years, including provisions for CWSN.
(C) RPWD Act 2016 — Recognition of 21 disability categories, reservation in higher education, and barrier-free environments.
(D) National Policy on Education 1986 — Complete segregation of all children with learning disabilities from mainstream schools.

99. What is the core pedagogical objective of "Reflective Practice" for a Social Science teacher?
(A) To engage in self-assessment, lesson analysis, and professional inquiry to improve practice.
(B) To follow administrative teacher handbooks strictly without implementing any creative changes.
(C) To supervise the daily attendance sheets and lesson progression logs of other school workers.
(D) To compile traditional educational materials that prioritize rote memory drills over logical exploration.

100. When evaluating a student with a Specific Learning Disability in reading (Dyslexia) on their understanding of "The Indian Independence Movement," which assessment format is most inclusive?
(A) Long, highly timed reading-comprehension units paired with complex multiple-choice answer items.
(B) Rapid-fire spelling quizzes focusing exclusively on difficult historical names and state locations.
(C) Oral interviews, visual concept maps, or short-answer tests using assistive tools with extra time.
(D) Standard written paper-and-pencil tests administered without any sensory or time accommodations.

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34. (D) Using a physical clothesline with cards of personal life events before introducing historical dates.
Concepts like chronology are abstract and difficult for students with intellectual disabilities to grasp. Starting with a personal clothesline timeline allows the student to order familiar life events, making the concept concrete and relatable. Once the student understands the logic of sequencing through their own experience, the teacher can gradually introduce historical dates, bridging the gap from personal to historical time.

35. (A) Both A and R are true and R is the correct explanation of A
The shift from Civics to Political Science represents a pedagogical move toward critical thinking. The term Civics was historically linked to producing obedient colonial subjects. In contrast, Political Science encourages students to analyze power dynamics, governance, and their roles as active citizens in a democracy. This change aligns with the National Curriculum Framework 2005's goal of fostering critical and informed democratic participation.

36. (C) Direct interaction with primary sources like coins or tactile objects to make history concrete and multisensory.
The source method involves using primary evidence like coins, artifacts, or original documents. In an inclusive classroom, this approach makes history concrete and multisensory. Touching a replica of an ancient coin or examining a tactile map of a site allows students with various learning needs to engage directly with the past, making abstract historical concepts more tangible and understandable.

37. (A) Offering oral testing, a scribe, or word processors with text-prediction features.
A student with dysgraphia may have high conceptual understanding but struggle with the physical act of writing. To fairly assess their knowledge, a Social Science teacher should offer accommodations like oral exams, the use of a scribe, or assistive technology. These methods allow the student to demonstrate their intellectual grasp of the subject without being penalized for their motor skill difficulties.

38. (D) Offering choices like individual brochures, group habitat models, or a peer conservation debate.
The UDL principle of Multiple Means of Engagement involves providing options that tap into students' interests and motivations. By offering a choice between creating a brochure, a group model, or participating in a debate, the teacher allows students to engage with the topic of wildlife in a way that suits their strengths and interests, fostering a deeper connection to the curriculum.

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39. (D) A is false but R is true
Tactile graphics are not just for students with visual impairments; they are valuable for all learners. For sighted students, touching a 3D map or an embossed diagram provides multisensory reinforcement of spatial concepts. This hands-on experience can improve memory and understanding for everyone in the class, demonstrating that inclusive resources often enhance the learning environment for the entire student population.

40. (C) Providing flexible subject choices, ISL learning materials, and assistive technologies.
The National Education Policy 2020 emphasizes a flexible and inclusive approach to education. It supports the use of Indian Sign Language (ISL) and assistive technologies to ensure that children with special needs have equal access. By providing flexible subject choices and customized learning paths, the policy aims to integrate CWSN into the mainstream system while respecting their individual learning styles and requirements.

41. (B) I, II, and IV
Field trips offer concrete, real-world experiences that make abstract Social Science concepts meaningful. They provide multisensory learning opportunities through sight, sound, and touch, which are essential for students with sensory impairments. Furthermore, these trips promote social inclusion by allowing students to interact with their peers in natural community settings. Proper pre-planning is always required to ensure that these excursions are accessible.

42. (A) Using critical pedagogy, objective case studies, constitutional rights, and values of mutual respect.
Teaching inequality requires a balanced approach that focuses on constitutional rights and mutual

express their knowledge of history without being hindered by their physical writing difficulty. In contrast, modifications involve changing what the student is expected to learn, such as reducing the complexity of exam questions.

9. (C) I and III
Social Science is a systematic study of human society and interpersonal relationships within their environment. It is not entirely subjective; it employs scientific methodologies and empirical validation. The discipline aims to foster critical thinking and democratic values. By examining societal structures and human behavior, it prepares students for active, informed citizenship and helps them develop essential civic competencies for life.

10. (A) Concrete exchange → Pictorial representation → Simple scenarios → Formal terms
Teaching students with intellectual disabilities requires a progression from concrete to abstract concepts. Starting with a physical exchange of items allows the student to experience the barter system directly. Gradually moving to pictorial representations and simple scenarios builds conceptual understanding before introducing formal economic terminology. This scaffolded approach ensures that the foundation of the concept is solid and meaningful.

11. (A) Both A and R are true and R is the correct explanation of A
Students with hearing impairments often struggle with abstract historical terms because lectures rely on auditory processing. History lacks direct physical referents for concepts like sovereignty or feudalism. Therefore, systematic visual supports, sign bilingualism, and semantic mapping are necessary. These tools help bridge the gap between spoken words and complex ideas, allowing students to build the necessary conceptual networks.

12. (B) Students with Visual Impairment, including blindness
A tactile map using textures like sand, thermocol, and thread is designed to be explored through touch. This specific instructional resource is vital for students with visual impairments, including those who are blind. It allows them to perceive geographical boundaries, landforms, and spatial relationships that are otherwise inaccessible on standard printed maps, ensuring they can participate fully in geography lessons.

13. (A) Modify the outdoor route for wheelchair access and enable sensory, tactile exploration.
Inclusion requires making reasonable adjustments to ensure all students can participate in shared learning experiences. For a student with cerebral palsy using a wheelchair, this involves modifying the field trip route for accessibility and incorporating tactile exploration. Excluding the student or sending them separately denies them social and academic integration, which is contrary to the principles of inclusive education.

14. (C) Using 3D clay models and sandboxes to physically shape and feel the elevations.
Students with specific learning disabilities in spatial processing struggle to interpret 2D maps or abstract descriptions of terrain. Using 3D clay models and sandboxes provides a multisensory approach. Physically shaping mountains or plateaus allows the student to feel the elevations and depressions, translating abstract geographical features into tangible, three-dimensional forms that are much easier to process and remember.

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15. (C) A is true but R is false
Cooperative learning models like the Jigsaw method are excellent for social integration because they require students to work together toward a common goal. However, these structures do not automatically eliminate social anxiety or interpersonal conflicts. Effective implementation requires careful teacher facilitation, scaffolding, and social skills training to ensure that students with communication difficulties can participate comfortably and successfully in the group.

16. (C) To visually organize information and show structural connections between key ideas.
A concept map serves as a graphic organizer that breaks down complex information into visual components. For students with cognitive processing delays, it provides a clear roadmap showing how different ideas are connected. This reduces the cognitive load required to understand the structure of a lesson, helping the student identify key themes and relationships without getting lost in dense text.

ANSWERS

1. (B) It is interpretive and multi-perspective in nature, allowing teachers to present historical and social concepts through multiple modalities and simplified conceptual representations.
Social Science is inherently interpretive and multi-perspective, rather than just factual. For children with intellectual disabilities, this nature allows teachers to move beyond rigid rote learning. By utilizing multiple modalities and simplified conceptual representations, educators can ensure that complex social and historical ideas become accessible and meaningful, fostering an inclusive environment for diverse learners.

2. (D) Facilitating a concrete role-play of a local weekly market where the student interacts with simulated community helpers.
Constructivism emphasizes active learning and connecting new concepts to real-world experiences. For students with moderate developmental delays, abstract administrative hierarchies are difficult to grasp. A concrete role-play of a local weekly market allows the student to interact directly with community helpers, making the concept of local governance tangible, observable, and personally relevant through social interaction.

3. (A) Both A and R are true and R is the correct explanation of A
Presenting historical sources through tactile models or audio descriptions is essential for students with visual impairments to engage with evidence. This practice aligns with the Rights of Persons with Disabilities Act, 2016, which mandates equal access to the curriculum. Statutory rights ensure that physical or sensory barriers do not prevent students from participating in academic inquiry and analysis.

4. (C) Using a physical globe and a flashlight in a darkened room, allowing the student to physically rotate the globe while feeling the light-dark transition.
Students with developmental dyspraxia often struggle with spatial visualization and processing abstract 2D representations. Using a physical globe and a flashlight provides a multisensory, concrete experience of planetary movement. By physically rotating the globe and observing light-dark transitions, the student can grasp the mechanics of rotation and revolution through direct tactile and visual feedback, bypassing complex spatial hurdles.

5. (A) Creating a visual Social Story about classroom voting and rule-making.
Students with Autism Spectrum Disorder often excel at factual data but struggle with abstract social constructs. A visual Social Story simplifies democracy by anchoring it in familiar classroom activities like voting or rule-making. This approach uses visual supports to explain social expectations and group processes, making the abstract concept of democratic participation concrete, predictable, and easier to understand.

6. (D) National Curriculum Framework (NCF) 2005
The National Curriculum Framework 2005 is a landmark document that guides school education in India. It emphasizes that Social Sciences should not be limited to factual transmission but must promote gender sensitivity, respect for diversity, and non-discriminatory perspectives. The framework advocates for an inclusive curriculum that reflects multiple social realities and encourages students to think critically about society.

7. (D) A is false but R is true
Curriculum adaptation does not mean diluting content or lowering academic standards, which would be a disservice to students. Instead, the Universal Design for Learning framework focuses on providing multiple means of representation, engagement, and expression. This approach ensures that the core academic rigor remains intact while the delivery and assessment methods are modified to accommodate diverse learning needs.

8. (C) Allowing the student to record their answers using assistive speech-to-text software.
Accommodations change how a student learns or is tested without altering the curriculum's difficulty or content. Using speech-to-text software allows a student with dysgraphia to

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to refine their strategies. Rigidly adhering to a plan without making necessary on-the-spot accommodations is contrary to the responsive nature of reflective and inclusive teaching.

26. (A) Breaking down a complex skill or concept into small, sequential, and manageable learning steps.
Task analysis is a fundamental instructional strategy that involves breaking down a complex skill or academic concept into smaller, manageable, and sequential steps. In Social Science, this might involve teaching the steps of a research project or the stages of a historical event one by one. This approach is particularly beneficial for students with cognitive challenges, as it prevents overwhelming them.

27. (C) A is true but R is false
Formative assessment is crucial in an inclusive classroom as it provides ongoing feedback through varied tools like portfolios and interactive quizzes. This allows teachers to adjust instruction in real-time. Contrary to the idea that only summative exams are legally recognized, contemporary educational policies like NEP 2020 advocate for a shift toward more holistic and continuous evaluation methods that support student growth.

28. (B) Using standard reading materials alongside tactile maps and narrated digital climate models.
The UDL principle of Multiple Means of Representation requires presenting information in various formats. Using tactile maps alongside standard texts and narrated digital models ensures that students with visual, auditory, or cognitive differences can all access the lesson on climate zones. This variety caters to different learning preferences and ensures that no student is excluded due to the format of the instructional material.

29. (A) Providing a high-contrast digital poster on a tablet along with a tactile replica model.
For a student with low vision, a standard printed poster may lack the necessary contrast or detail. Providing a high-contrast digital version on a tablet allows the student to zoom in on specific features. Pairing this with a tactile replica model provides a multisensory experience, enabling the student to understand the physical characteristics of the symbols through touch and sight.

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30. (C) Project Method
John Dewey's philosophy emphasizes experiential learning and the democratic process within the classroom. The project method embodies these principles by encouraging students to engage in hands-on activities, problem-solving, and group work. This approach allows students to learn Social Science concepts by doing and investigating real-world issues, making the curriculum more engaging and relevant to their lives as active citizens.

31. (A) Both A and R are true and R is the correct explanation of A
Students with ADHD benefit from structured, interactive lessons that include physical movement because these activities help manage their energy levels and maintain focus. Traditional, long lectures often lead to restlessness and inattentiveness because they lack active engagement. By breaking lessons into shorter segments and incorporating movement, teachers can reduce cognitive strain and better support the learning needs of students with ADHD.

32. (C) Long, continuous text-heavy essays — Dysgraphia student
Providing long, text-heavy essays is not an accommodation for a student with dysgraphia; it is actually a barrier. Dysgraphia affects a student's ability to write clearly and efficiently. Appropriate accommodations for this disability would include using speech-to-text software, providing oral exams, or allowing for shortened written responses, rather than increasing the burden of physical writing tasks in a Social Science class.

33. (A) I, II, and III
The Right to Education Act ensures that all children with disabilities have the right to free and compulsory education. It also provides for home-based education for children with multiple disabilities and mandates barrier-free school infrastructure. While the Act promotes progress, it does not exempt students from all evaluations; instead, it advocates for flexible and appropriate assessment methods that accommodate individual needs.

67. (A) Adaptation involves replacing standard academic content in history, geography, and civics with basic life-skills instruction unrelated to the general curriculum.
Curriculum adaptation is not about replacing standard academic content with unrelated life skills. Instead, it involves modifying how the core themes of history, geography, and civics are taught to make them accessible. While life skills are important, children with cognitive disabilities should still have the opportunity to engage with the general curriculum through simplified vocabulary, concrete representations, and other tailored instructional supports.

68. (C) To describe social scenarios, expectations, and positive behaviors in structured ways.
Social Stories are highly effective for students with Autism Spectrum Disorder as they provide a structured way to understand social situations. In a Civics class, a Social Story can explain the expectations of a democratic process, like how to wait for a turn during a debate or how a group reaches a consensus. This tool helps the student navigate social interactions and understand their role within the community.

69. (D) A is false but R is true
Multisensory teaching is beneficial for all students, not just those with clinical impairments. When a teacher uses visual, auditory, and tactile inputs simultaneously, it creates multiple neural pathways for learning. This diverse stimulation helps all students, including those without disabilities, to better process, understand, and retain complex Social Science concepts. Therefore, inclusive strategies often represent best practices for the entire classroom, enhancing overall educational outcomes.

70. (D) Providing globes, color charts, and choices to write, draw, or use digital clocks to solve differences.
Differentiation involves providing multiple ways for students to engage with a concept. For a lesson on time zones, offering globes, color-coded maps, and digital tools allows students to choose the medium that best supports their learning. This variety ensures that students with different cognitive and sensory needs can all master the spatial mechanics of time differences, making the geography lesson inclusive and effective for all.

71. (B) Critical inquiry, appreciation of diverse perspectives, and civic responsibility.
Modern Social Science education aims to move beyond rote learning toward developing critical thinking and civic awareness. Students are encouraged to inquire about the world around them, appreciate diverse cultural perspectives, and understand their responsibilities as citizens. These competencies are essential for personal growth and for participating effectively in a democratic society, as highlighted by contemporary educational policies and frameworks like the NCF.

72. (C) Ensure the video features accurate closed captions or provides a simplified written transcript beforehand.
To ensure that a student with a hearing impairment has full access to audiovisual materials, the teacher must provide visual supports. Accurate closed captions allow the student to follow the dialogue in real-time, while a written transcript provided beforehand helps them prepare for the lesson. These simple adaptations remove the auditory barrier and ensure the student can learn from the same documentary as their classmates.

73. (B) I, II, III, and V
Differentiated assessment involves tailoring the evaluation process to the student's individual needs. This includes allowing different modes of expression, adjusting the difficulty of questions while keeping core objectives, and providing flexible settings. Incorporating ongoing formative feedback further supports student growth. Using standard, unmodified tests for everyone is not a component of differentiated assessment, as it ignores the unique learning profiles of students in an inclusive classroom.

74. (A) Setting up stations with captioned videos, hand-on physical models, and tactile graphics.
An inclusive approach to teaching the water cycle involves using multiple formats and hands-on activities. Setting up learning stations with captioned videos, physical models, and tactile graphics ensures that students with various learning styles and disabilities can all access the information. This multisensory method caters to visual, auditory, and tactile learners, making the scientific and geographical processes of the water cycle understandable for the entire class.

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respect. Using objective case studies and critical pedagogy allows students to analyze societal structures without feeling singled out. This method fosters a safe classroom environment where sensitive topics like caste or gender discrimination can be discussed thoughtfully, helping all students understand the importance of social justice and equality.

43. (B) Matching toy traffic signs with their correct functional safety actions in a concrete simulation.
For a student with a moderate intellectual disability, abstract written tests are often inappropriate. A concrete assessment task, such as matching toy traffic signs with corresponding safety actions, allows the student to demonstrate their understanding in a practical way. This simulation mirrors real-world application, making the assessment relevant and accessible while accurately measuring the student's grasp of essential road safety rules.

44. (B) RCI standardizes the training curricula for special education teachers and monitors registration.
The Rehabilitation Council of India is the statutory body responsible for regulating and standardizing the training of special education teachers and rehabilitation professionals. It develops the curricula for these training programs and maintains a national register of qualified professionals. This ensures that educators working with children with disabilities have the necessary skills and knowledge to provide high-quality, inclusive instruction in schools.

45. (A) Providing graphic organizers with simple sentence starters and visual icons to guide writing.
Scaffolding involves providing temporary supports to help students achieve learning goals. For a student with an intellectual disability, using graphic organizers with visual icons and sentence starters provides a structure for their thoughts. These prompts help the student organize information about the Harappan civilization, allowing them to participate in the academic task while gradually building their independent writing and analysis skills.

46. (C) An eye-gaze device or AAC tablet programmed with pre-recorded debate arguments.
A student with severe motor and speech disabilities requires specialized technology to participate in classroom debates. An eye-gaze device or an Augmentative and Alternative Communication (AAC) tablet allows the student to select pre-recorded arguments or type responses using their eyes or minimal movements. This technology empowers the student to express their views on environmental conservation, ensuring their voice is heard in the classroom.

47. (D) Mastering the first step (entering) first, then the next step (locating), until the sequence is complete.
Forward chaining is a behaviorist technique where a student is taught a complex task by starting with the very first step. Once the first step, such as entering the library, is mastered, the teacher moves to the next step, like locating a book. This step-by-step approach provides the student with frequent successes and builds their confidence until the entire sequence of finding a history book is completed.

48. (C) The design is useful to people with diverse abilities, avoiding user segregation.
The principle of Equitable Use in Universal Design ensures that products and environments are useful and marketable to people with diverse abilities. In an inclusive classroom, this means that curricular materials should be designed to be accessible to all students from the start, avoiding the need for segregated or stigmatizing alternatives. This approach promotes a unified learning experience where every student feels valued.

49. (B) I, II, III, and IV
Action research is a cyclical process used by teachers to improve classroom practices. It begins with planning an intervention to address a specific barrier, followed by acting on that plan. The teacher then observes the outcomes by collecting data and finally reflects on the results to plan the next steps. This systematic approach allows Social Science teachers to scientifically refine their inclusive strategies.

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50. (D) Transcribed oral narratives and interviews of survivors in large print and sign language formats.
Primary sources are firsthand accounts of historical events. For the Partition of India, oral narratives and interviews with survivors provide direct evidence of the personal and social impact of the event. When these are provided

in accessible formats like large print or sign language, they allow all students to engage with history through the authentic voices of those who lived through it.

51. (A) A tactile 3D globe featuring raised, textured lines for key grid coordinates.
Teaching latitude and longitude to students with severe visual impairments requires resources that do not rely on sight. A tactile 3D globe with raised lines allows the student to feel the grid system and understand the earth's coordinates through touch. This provides a clear, spatial representation of geographic concepts that standard printed maps cannot offer, making the lesson inclusive and effective for the learner.

52. (C) To regularly evaluate and modify one's practices to support diverse learner needs.
The primary goal of reflective teaching in an inclusive Social Science classroom is to ensure that all students are learning effectively. By regularly evaluating their own teaching methods and making adjustments based on student needs, teachers can identify what works and what doesn't. This continuous cycle of self-improvement helps educators become more responsive to the diverse cognitive and sensory profiles present in their classrooms.

53. (A) Both A and R are true and R is the correct explanation of A
Story-telling is a powerful pedagogical tool because narratives are naturally easier for the human brain to process than isolated facts. For students with learning disabilities, stories provide a chronological and emotional framework that makes historical events more memorable and relatable. By anchoring abstract history in a compelling narrative, teachers help students build conceptual connections and improve their ability to recall and analyze the past.

54. (D) Dividing tasks into shorter intervals with active cards and occasional physical motor breaks.
Students with ADHD often find it difficult to stay focused during long, sedentary tasks. Dividing Social Science assignments into shorter intervals helps maintain their attention. Incorporating physical movement breaks allows these students to expend excess energy in a controlled way, making them more ready to focus during the next segment of the lesson. This proactive strategy reduces classroom disruptions and supports the student's learning.

55. (B) Siddharth pairs tangible toy tools with color-coded helper cards, assisted by a classmate.
For a student with a moderate intellectual disability, abstract lessons on community helpers should be replaced with concrete, hands-on activities. Pairing tangible objects, like toy tools, with visual helper cards makes the concept observable and understandable. Engaging with a peer tutor further enhances the social and academic inclusion of the student, ensuring they are active participants in the same curriculum as their classmates.

56. (C) Assessment should be flexible, utilizing portfolios, peer-reviews, and assistive technologies.
The National Education Policy 2020 advocates for a shift away from rigid, standardized testing for children with special needs. Instead, it recommends flexible assessment methods, such as the use of portfolios, peer reviews, and self-assessments. These approaches, supported by assistive technologies, provide a more comprehensive and fair picture of a student's progress and strengths, moving beyond the limitations of traditional paper-and-pencil exams.

57. (A) I, II, and IV
Under the UDL framework, teachers must provide multiple options for perception, physical action, and engagement. This means adjusting how information is presented, how students demonstrate their knowledge, and how they are motivated to learn. Using only one delivery method or avoiding sensory aids would violate these principles, as the goal of UDL is to create a flexible learning environment that anticipates and accommodates diverse needs.

58. (A) Assessment in a quiet, distraction-free room with flexible timing.
Students with sensory processing sensitivities can be overwhelmed by the noise and crowds of a typical examination hall. Providing a quiet, distraction-free environment is a necessary accommodation that allows these students to focus on the assessment tasks. Flexible timing further reduces stress, ensuring that the evaluation reflects the student's actual knowledge

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of Social Science rather than their physiological reaction to a stressful environment.

59. (B) Narratives showing diverse genders, abilities, and communities working in dignified occupations.
Culturally responsive materials in Social Studies should reflect the actual diversity of the world. By showing people of different genders, abilities, and backgrounds working in various dignified occupations, the curriculum validates the experiences of all students. This inclusive approach challenges stereotypes and helps students develop a broader, more respectful understanding of the different ways people contribute to society and earn a livelihood.

60. (B) An inclusive educational system focused on full human potential and personal dignity.
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities mandates that State Parties must ensure an inclusive education system at all levels. The goal is to develop the full human potential of people with disabilities, foster a sense of dignity and self-worth, and ensure they can participate effectively in a free society. This international framework prohibits systematic exclusion based on disability.

61. (A) Both A and R are true and R is the correct explanation of A
Heterogeneous grouping in geography lessons brings together students with a variety of strengths and challenges. This diversity encourages peer tutoring, where students learn from each other, and promotes social inclusion. Such collaborative environments benefit all learners by fostering empathy, communication skills, and different perspectives on solving problems, making the classroom a richer and more supportive space for everyone, including children with special needs.

62. (C) Building a 3D sand model or using drag-and-drop digital diagrams of a river system.
Students with dysgraphia struggle with the physical demands of writing and drawing. For a geography lesson on river basins, using 3D sand models or drag-and-drop digital diagrams allows the student to express their understanding without the frustration of handwriting. These hands-on and interactive methods focus on the conceptual understanding of tributary systems and river flow, providing a fair and effective way to learn.

63. (D) Using visual flowcharts, structured rules, concrete school voting, and visual schedules.
Students with high-functioning Autism Spectrum Disorder often benefit from clear, visual, and structured information. Using flowcharts to explain the branches of government and organizing a concrete school voting activity makes the abstract concept of the Constitution more understandable. Visual schedules and structured rules provide the predictability and clarity that these students need to engage successfully with complex political and social topics.

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64. (C) To assess existing knowledge and spatial skills so that suitable adaptations can be planned.
Diagnostic testing is conducted before a new unit to determine what students already know and where they might struggle. In a geography unit on maps, this information is vital for planning necessary adaptations and scaffolding. By identifying a student's baseline spatial skills, a teacher can ensure that the upcoming lessons are tailored to meet the diverse needs of the class, promoting effective learning for everyone.

65. (B) I, II, III, and IV
Effective co-teaching involves various models where both the general and special education teachers share responsibility for instruction. Models like station teaching, parallel teaching, and alternative teaching allow for more individualized attention and flexible grouping. These collaborative approaches ensure that all students receive support within the general education classroom, rather than being segregated into separate locations for their lessons, which would undermine the inclusive model.

66. (D) Providing the text in screen-reader compatible digital formats or 18-point large print.
A student with low vision needs text that is physically accessible to them. Providing historical materials in large print or digital formats that are compatible with screen readers allows the student to read independently. This accommodation ensures they can access the same curriculum as their peers. Relying on others to read aloud is less empowering and does not support the student's development of independent reading skills.

17. (B) I, II, and III
An effective Individualized Education Programme must include the student's current academic levels, measurable annual goals, and the specific services or accommodations they will receive. These elements ensure that instruction is tailored to the student's unique needs. Excluding a student from co-curricular activities like field trips is generally not a standard part of an IEP and contradicts the goal of inclusion.

18. (D) A portfolio of pictorial projects, matching tasks, and brief AAC-aided answers.
Traditional oral exams or rapid verbal questioning can be exclusionary for students with severe speech-language impairments. A more appropriate assessment strategy includes a portfolio of pictorial projects and matching tasks. Using Augmentative and Alternative Communication (AAC) systems allows the student to demonstrate their understanding of civic duties in a way that bypasses their verbal limitations, focusing on content knowledge.

19. (A) Both A and R are true and R is the correct explanation of A
Shifting history teaching from rote memorization to inquiry-based analysis encourages students to think like historians. For students with learning disabilities, evaluating sources and perspectives provides a structured way to engage with the past. This approach moves beyond dry facts, allowing learners to develop critical thinking skills by questioning evidence and understanding how historical narratives are constructed and biased.

20. (C) Providing accessible learning materials in diverse formats like Braille or audio.
The Rights of Persons with Disabilities Act, 2016, mandates that educational institutions must provide learning materials in accessible formats. This includes Braille, large print, and audio recordings. Such provisions ensure that students with sensory or cognitive disabilities can access the same information as their peers, upholding their right to an equitable education and removing barriers to academic success.

21. (A) Allowing private reading practice with a peer or using assistive audiobooks in class.
For students with dyslexia, reading aloud in front of peers can cause significant anxiety and public failure. Inclusive pedagogy involves providing alternatives like private reading sessions or using audiobooks. These accommodations allow the student to access the historical content without the stress of decoding text in public, thereby maintaining their focus on learning the subject matter rather than struggling with the medium.

22. (D) Providing tiered reading materials and graphic organizers tailored to diverse reading levels.
Differentiating the process means adjusting the activities students engage in to master the content. By providing tiered reading materials and graphic organizers, a teacher can accommodate various reading levels and processing speeds. This ensures that every student can interact with the complex themes of the French Revolution at a level that is challenging yet accessible, supporting diverse learning profiles within one classroom.

23. (A) Both A and R are true and R is the correct explanation of A
Successful inclusion depends on the partnership between subject teachers and special educators. The Social Science teacher provides deep content knowledge and pedagogical skills specific to the discipline. Meanwhile, the special education teacher offers expertise in individualized accommodations and disability-specific strategies. Together, they can effectively modify materials and instruction to meet the diverse needs of all students in the classroom.

24. (C) Using play money, color-coded visual charts, and practical shopping simulation games.
Students with dyscalculia struggle with abstract numerical operations and financial concepts. Using play money and practical shopping simulations makes incomes and expenditures tangible and experiential. Color-coded visual charts help the student visualize the flow of money without relying solely on complex mental calculations. This multisensory approach bridges the gap between abstract mathematical theory and everyday economic realities for the learner.

25. (C) I, III, and IV
A reflective practitioner is committed to improving their teaching through self-review and action research. In an inclusive setting, this means identifying and removing barriers for students with special needs. Such teachers value collaboration with specialists and parents

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75. (B) They offer illustrative strategies and modified assessment tasks to help integrate CWSN in normal classrooms.
National inclusive teaching guidelines and resource materials provide essential support for teachers. They offer practical examples of how to adapt the Social Science curriculum and modify assessment tasks for children with special needs. These exemplars help mainstream teachers integrate CWSN effectively, ensuring that inclusion is not just a theoretical concept but a daily classroom reality that benefits students with diverse learning requirements.

76. (B) Train tutors on offering positive reinforcement, using prompts, and respecting learning styles.
Peer tutoring is most successful when student tutors are specifically trained on how to support their classmates. This includes learning how to provide positive reinforcement and use effective prompts. It is also important to respect different learning styles and ensure that students with special needs have opportunities to act as tutors themselves. Proper teacher oversight ensures that the interactions are productive, respectful, and lead to academic progress.

77. (C) A is true but R is false
Constructivism focuses on active participation and building knowledge from experience, which is effective for all learners. However, for students with learning disabilities, this does not mean they should be left to work entirely on their own. Instead, they require careful teacher guidance, explicit instruction, and scaffolding to help them navigate complex concepts. Constructivist teaching in an inclusive classroom is a balance of active discovery and structured support.

78. (C) A color-coded organizational chart with clear definitions and simple text blocks.
An organizational chart is a powerful tool for visualizing hierarchy and relationships. For students with developmental delays, a color-coded chart with simple text blocks clearly illustrates how the legislature, executive, and judiciary are connected. This visual representation reduces the cognitive load required to understand the structure of the state government, making abstract civic concepts much more accessible and easier to remember than dense, unorganized text.

79. (D) Offering choices to demonstrate learning via essays, 3D models, oral reports, or digital slides.
Applying UDL to summative assessments means giving students multiple ways to demonstrate what they have learned. By offering choices such as writing an essay, building a 3D model, or giving an oral report, a teacher allows every student to use their individual strengths. This approach ensures that the assessment measures the student's knowledge of ancient civilizations rather than their ability to perform in a specific, possibly restrictive, testing format.

80. (C) Modifying teaching processes, materials, and assessments to support diverse learner access.
Curriculum adaptation is the process of adjusting teaching methods, instructional materials, and assessment strategies to meet the diverse needs of learners. The goal is to ensure that every student, regardless of their ability level, can access and participate in the same curriculum. It is not about diluting content or standardizing instruction, but about being flexible and responsive to the unique cognitive and sensory profiles of each child.

81. (A) Both A and R are true and R is the correct explanation of A
Geography often involves numerical tasks such as calculating distances and understanding map scales. For a student with dyscalculia, these tasks can be exceptionally difficult because the disability affects their understanding of numbers and spatial-numerical relationships. Therefore, the challenges they face in geography are a direct result of their specific learning disability, necessitating the use of specialized accommodations and practical, non-numerical ways to teach spatial concepts.

82. (D) To share planning, merge content pedagogy, and support inclusive strategies for all students.
In a co-teaching environment, the general education teacher and the special educator must work as equal partners. Their primary duty is to collaborate on all aspects of the lesson, from planning to delivery and assessment. By merging their respective expertise in content and disability-specific strategies, they can create a truly inclusive classroom where the needs of all students, including those with disabilities, are met through shared responsibility.

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reduces the socio-linguistic barrier and establishes a positive self-concept in diverse learners.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. In adapting a Hindi grammar topic on "Kriya" (Verbs) for children with physical and developmental disabilities, which tactile/ kinesthetic approach is most effective?
(A) Having the children independently read and memorize abstract dictionary definitions of action and state verbs.
(B) Giving a standard written exam consisting of fifty multiple-choice questions on advanced verb classification.
(C) Using "Total Physical Response" (TPR) where students act out action verbs as they learn corresponding words.
(D) Asking them to sit perfectly still and listen to a traditional lecture on transitive and intransitive verbs.

33. To enrich the Hindi vocabulary of a child with low vision, a teacher utilizes a "Word Wall" (Shabd Deewar). What specifications must this Word Wall meet?
(A) It must contain words written in standard 12-point black ink on a dark grey background with minimal lighting.
(B) It must feature high-contrast, large-print bold letters at the child's eye level, with tactile boundaries.
(C) It must be placed at a high physical level, far out of the child's reach, using abstract decorative fonts.
(D) It must be kept entirely blank, relying completely on the students to mentally imagine the target words.

34. What is the role of "Anu-shravan" (audio-description) in adapting multimedia video content for teaching Hindi literature to visually impaired students?
(A) It provides a detailed, real-time visual translation of the primary text displayed on the screen.
(B) It completely deletes the background audio track, ambient noise, and environmental sound effects.
(C) It systematically replaces the standard Hindi voiceover track with a high-pitched alarm warning.
(D) It inserts spoken narrations of key visual elements, actions, and settings during natural video pauses.

35. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): For a child with Dyscalculia who also struggles with reading Hindi numbers (such as २, ४, ७ in Devnagari script), the curriculum should include visual association cards linking Devnagari digits to concrete objects.
Reason (R): Mathematical processing and orthographic recognition of numbers in different scripts share overlapping neural pathways that can be co-rehabilitated.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. When enriching a Hindi poetry lesson on "Prakriti" (Nature) for a deaf child, which adaptation is most appropriate to help them appreciate the rhythmic and descriptive essence of the poem?
(A) Reading the poem aloud in a loud tone of voice while standing directly behind the student with hearing loss.
(B) Forcing the child to verbally recite the entire poem from memory in front of a large, unfamiliar classroom.
(C) Using expressive Indian Sign Language (ISL) translation, facial expressions, and visual imagery of nature metaphors.
(D) Giving the child a dry list of formal grammar rules and historical vocabulary definitions used in the poem.

37. Which of the following is an example of "Pratyaksh Adhigam Samagri" (Concrete/Real-life learning material) used to enrich Hindi vocabulary for children with developmental delays?
(A) Real objects (like fruits, vegetables, or utensils) brought to class to teach their Hindi names.
(B) A standard list of highly abstract nouns and conceptual terms printed on a sheet of plain paper.
(C) A complex, advanced bilingual dictionary

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91. (A) Both A and R are true and R is the correct explanation of A
Cultivating a classroom culture that respects diversity is a fundamental aspect of inclusive education. A supportive and non-threatening social-emotional climate is particularly important for children with special needs, as it helps reduce the anxiety often associated with learning challenges. When students feel safe and valued for their unique backgrounds, their self-concept improves, which in turn leads to better academic engagement and improved learning outcomes for everyone.

92. (B) Allowing calculators, using physical measurement blocks, and providing grid papers.
A student with dyscalculia may struggle with the mathematical aspects of geography, such as reading scales and measuring distances. Providing accommodations like calculators and physical measurement blocks helps the student perform these tasks without being hindered by their numerical difficulties. Using grid paper can also help with spatial organization. These supports ensure that the assessment focuses on the student's geographic understanding rather than their ability to do mental math.

93. (A) Connecting academic concepts with the local environment to make learning concrete and meaningful.
Connecting academic Social Science concepts with the students' immediate local environment makes learning more concrete and meaningful. When students can see how geographic or civic principles apply to their own communities, the material becomes much more relatable. This approach is particularly effective in an inclusive classroom, as it provides a tangible starting point for abstract discussions, helping all students, including those with learning challenges, to better understand broader themes.

94. (C) Running a simplified mock court where students resolve classroom disputes using rules of fairness.
Abstract concepts like the judiciary can be difficult for students with developmental delays. A simplified mock court provides a concrete, hands-on way to learn about fairness, rules, and dispute resolution. By participating in a role-play where they resolve a classroom-based conflict, the student can experience the basic principles of the legal system in a way that is observable and personally relevant, making the learning more effective than rote memorization.

95. (D) Moving his desk away from windows to a quiet area facing the teacher, near peers during groups.
Students with ADHD are often easily distracted by visual and auditory stimuli in their environment. Moving the student's desk away from busy windows and placing it in a quieter area helps minimize these distractions. Keeping the student near the teacher and supportive peers also provides better opportunities for refocusing and staying on task. This proactive environmental adjustment supports the student's ability to concentrate on their Social Studies seatwork.

96. (C) Allowing students to build 3D models, role-play orbits, write poems, or design digital slides.
The UDL principle of Multiple Means of Action and Expression encourages teachers to provide various ways for students to show what they know. For a lesson on the Earth's orbit and seasons, students could demonstrate their understanding by building a 3D model, performing a role-play of the movement, or creating a digital presentation. This flexibility allows each student to express their knowledge in a way that best matches their individual communication and motor strengths.

97. (B) To collaborate with teachers, design IEPs, adapt curriculum, support CWSN, and counsel families.
A special educator in a regular school acts as a vital resource for both students and general teachers. Their primary role is to collaborate with mainstream staff to design and implement Individualized Education Programmes (IEPs). They provide expertise in adapting the curriculum, suggesting specific accommodations for CWSN, and counseling families. This collaborative effort ensures that students with disabilities are supported effectively within the general classroom environment.

98. (D) National Policy on Education 1986 — Complete segregation of all children with learning disabilities from mainstream schools.
The National Policy on Education 1986 did not advocate for the complete segregation of children with disabilities. On the contrary, it took a significant step toward integration by recommending that children with motor

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fifty times in a standard lines-ruled notebook.
(B) Silent reading of the static classroom alphabet wall chart for a continuous thirty minutes.
(C) Rote memorization of formal grammatical spelling rules.
(D) Multi-sensory "air-writing" with verbal stroke cues and interactive smart-board tracing.

19. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): The use of Augmentative and Alternative Communication (AAC) systems in Hindi (such as picture communication boards with Hindi labels) hinders natural speech development in non-verbal children with Autism.
Reason (R): Research indicates that AAC systems can actually facilitate and scaffold verbal speech development by reducing communicative frustration.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

20. Which linguistic component of Hindi refers to the rules governing the structure and sequence of speech sounds?
(A) Vakyavigyan (Syntax)
(B) Shabdarthvigyan (Semantics)
(C) Dhwanivigyan (Phonology)
(D) Roopvigyan (Morphology)

21. What is the primary objective of "Pathyavastu Sanvardhan" (Curricular/Content Enrichment) in the context of teaching Hindi to gifted and talented Children with Special Needs (CWSN)?
(A) Deepening the curriculum through higher-order thinking, creative writing, and advanced literary analysis.
(B) Providing repetitive low-level vocabulary drills to ensure they do not commit basic orthographic spelling mistakes.
(C) Significantly increasing the daily volume of homework by forcing them to copy entire classical prose passages.
(D) Directing them to teach basic alphabet decoding to lower-performing peers for the entire duration of the class.

22. When adapting a Hindi textbook under the principles of Universal Design for Learning (UDL) for a student with Dyslexia, which adaptation of the text layout is most appropriate?
(A) Using a small, highly condensed font with extremely narrow line spacing to maximize the text on a single page.
(B) Presenting the entire prose text in a single, massive block paragraph completely devoid of bullet points or headings.
(C) Replacing all standard Hindi orthographic text with complex and highly advanced English equivalent translations.
(D) Using a clean, clear font with increased letter spacing, bolded key vocabulary, and side-by-side visual scaffolds.

23. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): Tactile graphics and 3D embossed diagrams are essential components of content enrichment for teaching Hindi geographical and descriptive vocabulary to blind students.
Reason (R): Abstract spatial terms and descriptions of physical structures in Hindi literature cannot be fully conceptualized by blind students through verbal descriptions alone.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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24. A Hindi teacher wants to enrich the vocabulary of a student with a developmental language delay. Which strategy of "Pathyavastu Sanvardhan" is most effective?
(A) Making the child memorize a list of twenty highly abstract dictionary definitions on a daily basis with no context.
(B) Punishing the student or delivering negative feedback for using local dialect words (Deshaj shabd) in oral speech.
(C) Semantic mapping (Artha-manchitran) of new terms, linking them to familiar synonyms, antonyms, and concrete objects.
(D) Restricting the student's reading material and vocabulary exercises exclusively to primary-level alphabet books.

CHAPTER 07
Pedagogy of Teaching Hindi

1. Which of the following describes how the phonetic nature of the Devnagari script clinically supports a child with an Articulation Disorder?
(A) It is purely morphophonemic, requiring the child to memorize orthographic symbols independently of their acoustic properties.
(B) Its consistent grapheme-phoneme mapping allows the child to systematically organize speech sounds and reduce phonological errors.
(C) It is logographic, making the decoding of complex characters highly difficult for children with auditory-verbal processing limitations.
(D) It is a non-phonetic orthography, requiring intensive auditory training before any visual-manual association of letters can be initiated.

2. When teaching Hindi language skills to a child with a Hearing Impairment, which linguistic property of "Swar" (vowels) and "Vyanjan" (consonants) in Devnagari must a special educator prioritize to address the child's difficulty in perceiving high-frequency sounds?
(A) The distinction between voiceless (Aghosha) and voiced (Ghosha) consonants, utilizing specific physical cues to compensate for lower tactile feedback.
(B) The spatial placement and vibration of nasal sounds (Anunasika) on the nasal bridge, tracked through specialized sensory feedback devices.
(C) The visual identification of dental versus retroflex consonants, using mirror work to observe the precise curling of the child's tongue tip.
(D) The distinction between unaspirated (Alpaprana) and aspirated (Mahaprana) plosives, using direct tactile-kinesthetic feedback on the back of the hand.

3. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): In teaching Hindi to students with Visual Impairment, the teacher must emphasize oral-auditory discrimination of "Sh" (श), "S" (ष), and "S" (स).
Reason (R): Devnagari orthography has distinct graphemes for these sibilants, and spelling accuracy in Hindi Braille relies heavily on correct acoustic-phonemic differentiation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. A child with moderate Intellectual Disability is being taught Hindi vocabulary for daily survival. Which dimension of Hindi language "Prayojyata" (utility/functional application) should be targeted first?
(A) Literary comprehension of historical prose (Aitihasik Gadya) to develop school-level narrative reading skills.
(B) Grammatical classification of nouns (Sangya) and pronouns (Sarvanam) to build academic syntax and spelling rules.
(C) Functional communication (Kriyatmak Hindi) used to request, express immediate needs, and label everyday objects.
(D) Structural analysis of Sandhi and Samas in high-frequency words to improve spelling and word-formation rules.

5. Identify the effective multisensory approaches from the following instructional strategies used by a special educator to teach Hindi language to a child with Specific Learning Disability (Dyslexia):
I. Using color-coded "Matras" (vowel signs) distinct from the root consonant.
II. Implementing auditory-verbal-only drills without visual orthographic mapping.
III. Utilizing tactile letters made of sandpaper to trace the shape of Devnagari characters.
Which of the above strategies represent effective multisensory approaches?
(A) I and II only

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(B) II and III only
(C) I and III only
(D) I, II and III

6. Under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, and the RPWD Act, 2016, what accommodation is most appropriate for a Hindi-speaking student with severe cerebral palsy who cannot write the Devnagari script manually?
(A) Exempting the student entirely from studying Hindi as a core academic language subject.
(B) Reducing the minimum passing criteria in standardized Hindi language examinations to 15 percent.
(C) Directing the student to communicate using a non-verbal, purely pictorial communication system.
(D) Providing a scribe, computer-assisted typing software, or speech-to-text tools in Hindi.

7. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): The "Multilingual" nature of an Indian classroom should be treated as a resource rather than a barrier when teaching Hindi as a second language to Children with Special Needs (CWSN).
Reason (R): Utilizing a child's home language (L1) provides a cognitive scaffolding that facilitates the acquisition of L2 (Hindi) concepts and linguistic structures.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. In the context of "Bhasha Arjan" (Language Acquisition) vs. "Bhasha Adhigam" (Language Learning) for a child with Autism Spectrum Disorder (ASD), which pattern of language development is commonly observed in Hindi?
(A) Natural, rapid acquisition of pragmatic and conversational Hindi through environmental exposure without any explicit training.
(B) Highly rapid structural language learning (grammar and syntax rules) with zero functional difficulty in semantic application.
(C) Delayed functional pragmatics with a tendency toward echolalia (repetitive Hindi phrases without clear communicative intent).
(D) Complete absence of receptive language comprehension skills while consistently maintaining highly advanced expressive speech.

9. Identify the correct sequence of the five major consonant classes (Vargas) grouped from the back of the vocal tract (glottis) to the front (lips):
I. Chavarga (Palatal)
II. Kavarga (Velar)
III. Tavarga (Retroflex / टवर्ग)
IV. Pavarga (Labial)
V. Tavarga (Dental / तवर्ग)
Which of the following represents the correct sequence of these classes?
(A) II, I, III, V, IV
(B) I, II, III, IV, V
(C) II, III, I, V, IV
(D) II, I, V, III, IV

10. Which policy document in India emphasizes that the medium of instruction, particularly in early childhood and primary classes, should preferably be the mother tongue/local language, thereby impacting how Hindi is taught to CWSN?
(A) National Education Policy (NEP) 2020
(B) Rehabilitation Council of India (RCI) Act, 1992
(C) Persons with Disabilities Act, 1995
(D) National Council for Teacher Education Act, 1993

11. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): A child with Dysgraphia faces significant hurdles in writing Hindi words that involve complex conjunct consonants (Sanyukt Vyanjan) like 'क्ष', 'त्र', 'ज्ञ', and 'श्र'.
Reason (R): Sanyukt Vyanjans require complex motor planning and spatial coordination of strokes that diverge from standard single-grapheme writing paths in Devnagari.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. While teaching Hindi to a student with low vision, which modification to the "Hindi Varnamala"

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chart is most effective under the principles of Universal Design for Learning (UDL)?
(A) Providing standard-size black-and-white print alphabet charts, completely omitting tactile markers or helpful pictorial cues.
(B) Providing high-contrast, magnified letters with distinct color coding for Swar and Vyanjan, paired with auditory labels.
(C) Teaching only oral-phonetic sounds in isolation, without presenting any visual graphic or spatial letter representation.
(D) Reducing the total number of letters to be introduced during the academic year to a simplified list of only ten items.

13. Identify the areas a special educator must evaluate to determine whether a bilingual child's poor performance in Hindi reading is due to language learning difficulties (Language Learning Disability) or simply a language difference:
I. Receptive language skills in both Hindi and the child's native home language (L1).
II. Family history of reading or speech delays.
III. Speed of word decoding in Hindi only, neglecting the L1.
IV. Response to high-quality, evidence-based reading interventions (Response to Intervention - RTI).
V. Performance on non-verbal cognitive tests.
Which of the above areas are appropriate to evaluate?
(A) I, II and III only
(B) I, II, IV and V only
(C) II, III and V only
(D) I, III, IV and V only

14. A Hindi teacher notices that a student frequently replaces the dental "S" (स) with the palatal "Sh" (श) in both speech and writing. This is an example of which of the following?
(A) A motor writing disability (Dysgraphia) affecting the manual, physical execution of Devnagari strokes.
(B) A visual-spatial processing deficit of the Devnagari script that hinders accurate grapheme tracking.
(C) A phonological substitution error requiring targeted speech therapy alongside systemic linguistic feedback.
(D) An attention-deficit hyperactive response to reading tasks arising from underlying executive difficulties.

15. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): For children with Intellectual Disability, abstract Hindi vocabulary should be introduced using direct translation and dictionary definition methods.
Reason (R): Children with Intellectual Disability typically exhibit significant limitations in abstract reasoning and conceptual learning, requiring concrete instructional support.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. In the context of speech therapy and language pedagogy in Hindi, "Nasalization" (Anunasikta) errors are highly common among children with:
(A) Specific Learning Disability (Dyslexia)
(B) Attention Deficit Hyperactivity Disorder
(C) Cleft Lip and Palate
(D) Locomotor Disability of lower limbs

17. Ramesh is a 9-year-old student in Grade 3 who has been diagnosed with a mild intellectual disability. During Hindi reading tasks, he can read single-syllable words but struggles significantly with two-to-three syllable words containing vowel signs (such as "किताब" or "गुब्बारा"). He also fails to comprehend the moral of a simple five-line story. Which of the following describes the most appropriate educational intervention for Ramesh's Hindi language development?
(A) Placement in a segregated special school for lifetime vocational care without academic language instruction.
(B) An Individualized Education Program (IEP) focused on functional phonics, decoding skills, and visual scaffolding.
(C) Continued standard classroom instruction with no modifications, relying on regular dictation drills.
(D) Exemption from reading standard Hindi prose, focusing exclusively on manual sign language systems.

18. When teaching the Devnagari alphabet to a child with ADHD, which strategy maintains engagement and improves working memory retention of stroke directions?
(A) Repeatedly copying each individual letter

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handicaps and other mild disabilities should be educated alongside their peers in mainstream schools. While the policy still utilized special schools for severe disabilities, it laid the early groundwork for the inclusive education models that followed.

99. (A) To engage in self-assessment, lesson analysis, and professional inquiry to improve practice.
Reflective practice is a process where teachers systematically think about their own teaching to improve it. For a Social Science teacher, this means analyzing their lessons to see what worked well and identifying areas where students might have struggled. This ongoing self-assessment and inquiry allow the teacher to refine their pedagogy, try new strategies, and become more effective at meeting the diverse learning needs of all students in their classroom.

100. (C) Oral interviews, visual concept maps, or short-answer tests using assistive tools with extra time.
Assessing a student with dyslexia on their understanding of the independence movement should not rely on heavy reading or writing. Instead, more inclusive formats like oral interviews or visual concept maps should be used. Providing extra time and using assistive tools also ensures that the student is evaluated on their historical knowledge rather than their reading speed. These adjustments provide a fair and accurate measurement of the student's conceptual grasp.

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25. To assist a child with a Hearing Impairment in comprehending a complex Hindi story, which curriculum adaptation is recommended?
(A) Deleting all helpful illustrations and visual markers from the pages to avoid any potential visual distraction.
(B) Reading the story aloud at a very rapid pace while standing behind a thick curtain to test auditory processing.
(C) Replacing the simple prose text with highly complex and abstract historical rules.
(D) Providing a printed glossary of key words with picture icons or Indian Sign Language (ISL) graphics next to the text.

26. Which of the following digital tools serves as an important resource for "Pathyavastu Sanvardhan" by providing accessible Hindi literature in audio and braille formats for print-disabled CWSN in India?
(A) Sugamya Pustakalaya
(B) Swayam Prabha channels
(C) Diksha Portal
(D) Shodhganga

27. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): Adapting the syntactic complexity of Hindi prose passages (by shortening sentences and using active voice) is a crucial textbook modification for students with moderate Intellectual Disability.
Reason (R): Students with Intellectual Disability process complex subordinate clauses and passive voice constructions in Hindi with the same ease as typically developing peers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. Under "Pathyavastu Sanvardhan" for inclusive Hindi classrooms, what does the term "Chitra-Samarthit-Path" (Picture-Supported Text) refer to?
(A) A simplified book layout where standard alphabetic letters are completely omitted and only line drawings are present.
(B) A structured format where illustrations map to sentences, scaffolding vocabulary and comprehension for children with deficits.
(C) A specialized modern art textbook that displays artistic graphics but does not align with the core Hindi language curriculum.
(D) A highly advanced text adapted specifically for gifted students to design their own creative drawings during school hours.

29. A teacher is preparing a Hindi prose lesson on "Mera Parivar" (My Family) for an inclusive class. The class includes a student who is completely blind and a student on the autism spectrum who displays highly literal thinking and sensory sensitivity to loud noises. Which combination of lesson adaptations and classroom materials represents the most appropriate application of Universal Design for Learning (UDL) to meet both students' needs?
(A) The teacher provides the blind student with Hindi Braille and audio, while giving the autistic student a visual schedule, concrete photographs, and a quiet work corner.
(B) The teacher reads the standard text aloud, asking the autistic student to write a long essay while the blind student sits passively at the back of the classroom.
(C) The teacher exempts both students from the main lesson, sending them to the resource room to solve simple, non-academic motor puzzles.
(D) The teacher translates the entire text into English, assuming that a foreign language is much easier for children with diverse needs to process.

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30. Which pedagogical model of content adaptation suggests starting with the core curriculum and systematically applying modifications (such as size, time, input, output, and difficulty level) to ensure CWSN can access the general education Hindi classroom?
(A) Segregated Curricular Model
(B) Standardized Rote Model
(C) Nine Adaptations Framework
(D) Unilateral Teaching Approach

31. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): Incorporating local folklore and regional dialects (Aanchalik Shabda) in Hindi curriculum enrichment helps children from marginalized backgrounds with learning disabilities feel more engaged.
Reason (R): Culturally responsive pedagogy

83. (A) Arrange accessibility with the museum or select a barrier-free site to ensure Harish can participate.
Under the Rights of Persons with Disabilities Act, 2016, schools have a duty to ensure that all activities are accessible to students with disabilities. If a museum visit is planned and the site is not wheelchair accessible, the school must either work with the museum to provide a ramp or choose an alternative, barrier-free historical site. Excluding the student from the trip is a violation of their right to equal participation.

84. (C) Pinpointing the exact error and using color-coded tactile models in small-group reviews.
A diagnostic approach involves identifying exactly where a student's conceptual misunderstanding lies. If a student is struggling to distinguish between oceans and continents, a remedial strategy would use color-coded tactile models in a small-group setting. This targeted, hands-on intervention addresses the specific learning block directly, providing the multisensory support needed to build a clear understanding of geographic features, rather than just relying on rote memorization.

85. (D) A is false but R is true
Augmentative and Alternative Communication systems are not limited to language therapy; they are essential tools for academic participation. In a Social Science classroom, AAC allows non-verbal students to contribute to discussions, answer questions about history, and express their civic views. By integrating AAC into all subject areas, teachers ensure that students with speech and language impairments can demonstrate their cognitive understanding and interact fully with the curriculum.

86. (D) Allowing written response cards, pre-recorded audio arguments, or visual voting.
To make a classroom debate truly inclusive, a teacher must provide multiple ways for students to participate. This is especially important for students with speech impairments or processing delays who might struggle with a traditional verbal format. Allowing students to use written response cards, pre-recorded audio, or visual voting ensures that every student has a voice and can contribute their ideas to the discussion on technology.

87. (D) 21
The Rights of Persons with Disabilities Act, 2016, significantly expanded the number of recognized disability categories in India from 7 to 21. These include a wide range of physical, sensory, intellectual, and developmental conditions, such as cerebral palsy, dwarfism, muscular dystrophy, and specific learning disabilities. This comprehensive list ensures that a broader range of individuals can access the legal protections and provisions mandated for education and employment.

88. (C) Breaking the unit into steps: identify rulers, outline social unfairness, and trace key events.
Task analysis for a student with an intellectual disability involves taking a complex historical topic like the French Revolution and dividing it into smaller, more manageable learning objectives. By first identifying the key rulers, then outlining social grievances, and finally tracing major events, the teacher helps the student build a logical understanding of the revolution one step at a time. This prevents the student from being overwhelmed by the large volume of information.

89. (A) I, II, and III
High-quality tactile maps for visually impaired students should use distinct textures to represent different geographic features, such as sandpaper for land and velvet for mountains. It is crucial to keep the map uncluttered so that the student can easily distinguish between features through touch. Including a Braille key is essential for the student to understand the meaning of each texture, ensuring the map is a functional and effective learning tool.

90. (A) Students formulate questions, gather sources, analyze evidence, and draw conclusions.
The inquiry-based approach is a student-centered method where learners take an active role in their education. Instead of just receiving facts from a teacher, students formulate their own questions about historical or social issues. They then gather and analyze primary and secondary sources to draw their own evidence-based conclusions. This process develops critical thinking, research skills, and a deeper understanding of the complexities of Social Science.

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containing highly technical, Sanskrit-heavy synonyms.
(D) A traditional, teacher-led theoretical lecture explaining the historical origins of the language.

38. A child with dysgraphia has extreme difficulty forming the curves and horizontal top bar (Shirorekha) of Hindi letters. Which workbook modification is most helpful during the transition to writing?
(A) Blank unruled sheets of standard white paper that offer no visual structure or guidance.
(B) Single-line standard notebooks with very narrow line spacing and no visual boundaries.
(C) Forcing the child to write exclusively in capital English letters during all Hindi classes.
(D) Double-lined or grid workbooks with raised tactile boundaries and dotted letters for tracing.

39. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): Curriculum compacting in Hindi pedagogy is highly beneficial for gifted students with dual-exceptionalities (Twice-Exceptional / 2e).
Reason (R): It allows them to bypass mastered repetitive content, freeing up time for enriched, higher-level creative projects in Hindi literature while receiving remedial support for their disability area.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. In a Hindi classroom, "Bhashayi Khel" (Language Games) like word puzzles, crosswords, and "Antakshari" of words are used as content enrichment tools primarily because they:
(A) Replace all standardized formal language assessments and entirely relieve class teachers of grading responsibilities.
(B) Are useful primarily for keeping hyperactive students busy and distracted while the classroom teacher is resting.
(C) Enhance peer interaction, vocabulary retrieval, and phonological awareness in an engaging, low-anxiety environment.
(D) Are designed strictly to accommodate students with physical impairments and limited gross motor mobility.

41. When developing a "Path Niyojan" (Lesson Plan) for an inclusive Hindi classroom, what is the most critical first step a special educator must take?
(A) Selecting the final examination dates and scheduling standardized testing sessions for the school district.
(B) Writing out the word-for-word complete script of the lecture that will be verbally delivered to the class.
(C) Purchasing a variety of commercial textbooks and pre-made worksheets from the local school supplies market.
(D) Assessing student baselines to identify individual needs and writing clear, differentiated learning objectives.

42. In Herbartian Lesson Planning (Herbart ke Panchpadi Pranali), which step corresponds to activating students' prior knowledge before introducing new Hindi concepts?
(A) Prastavana (Introduction)
(B) Prastutikaran (Presentation)
(C) Tulana (Comparison)
(D) Samanyakaran (Generalization)

43. Read the components of a Hindi Lesson Plan designed for a student with an Individualized Education Program (IEP):
I. Specifying the target behavior (e.g., identifying five noun words).
II. Stating the level of assistance or prompting (e.g., with hand-over-hand physical guidance or verbal prompts).
III. Setting a criterion for mastery (e.g., 80% accuracy over 3 consecutive sessions).
Which of the above components are mandatory for a scientifically designed behavioral objective in a special education Hindi lesson plan?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

44. To teach a child with a severe intellectual disability how to write their name in Hindi, a teacher uses "Task Analysis" (Karya Vishleshan). What does this involve?
(A) Providing the student with a highly advanced spelling book to read independently without

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designed to hold the student's notebook flat and secure on the classroom desk.
(B) An advanced digital software tool that automatically writes the entire essay on behalf of the child with minimal input.
(C) A standardized academic grading rubric designed to heavily penalize students for spelling and handwriting errors in class.
(D) A writing scaffold providing sentence starters and transition words (e.g., first, next, finally) to logically organize thoughts.

71. Sohan is a 14-year-old Grade 8 student with severe spastic athetoid Cerebral Palsy. He is non-verbal and uses an eye-gaze communication board. During a Hindi literature class on the genre of "Natak" (Drama/Theatre), his peer group is performing a live-action play. How can the teacher best include Sohan in this drama activity?
(A) Place Sohan in the corridor outside the room so that his large wheelchair does not block the active performance space.
(B) Assign Sohan the role of Director or character, using an AAC speech-generating device he triggers with his eye-gaze switch.
(C) Exempt Sohan entirely from the drama lesson and grade him based on a written paper evaluating theoretical theater acts.
(D) Ask him to sit quietly at the back of the room as a passive spectator without providing any active role or communication.

72. Which of the following represents the most appropriate pedagogical sequence for teaching a new Hindi grammar concept to CWSN?
(A) Abstract Rule Formulation → Complex Written Exercises → Rote Phonic Dictation → Standard Examination
(B) Blackboard Copying → Direct English Translation → Heavy Daily Homework → Teacher-Led Correction
(C) Concrete Examples (Murta) → Pictorial Representation (Chitratmak) → Abstract Symbol (Amurta)
(D) Direct Dictionary Search → Morphological Sentence Parsing → Memorizing Definitions → Recitation

73. In teaching Hindi prose, the method of "Swar Vachan" (Oral Reading) is crucial. However, for a child who stutters, which classroom strategy is recommended?
(A) Forcing the child to read aloud individually in front of a large, laughing audience to cure their speech anxiety.
(B) Never allowing the child to speak, ask questions, or read aloud in the classroom under any clinical circumstances.
(C) Interrupting the child constantly in order to correct their articulation and phonological speech errors immediately.
(D) Using choral reading in unison with a group or paired reading with a partner, which significantly reduces stuttering.

74. Which of the following is an example of "Srijanatmak Lekhan" (Creative Writing) adapted for a student with moderate intellectual disability?
(A) Completing a visual story-map by pasting pictures of characters in sequence, adding one-word descriptions.
(B) Writing a highly advanced, thousand-word critical essay analyzing the literary works of Munshi Premchand.
(C) Repeatedly copying three full pages of a highly complex daily national newspaper editorial by hand in class.
(D) Translating a complex and highly technical English scientific research paper into formal Sanskritized Hindi.

75. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): Teaching classical Sanskritized Hindi (Tatsam-heavy vocabulary) to children with developmental delays should be prioritized over functional Hindustani (Tadbhava-heavy everyday language).
Reason (R): Functional, everyday communication (Tadbhava and common words) is essential for facilitating social integration and independent living in children with cognitive impairments.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. In an inclusive classroom, when analyzing a Hindi short story, what is a "Character Map" (Charitra-Chitran Manchitran) and why is it useful?
(A) A detailed physical map showing the exact geographic location, region, and topography

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consequences to a student whenever they exhibit incorrect phonetic pronunciation.
(D) Reinforce successive approximations toward a target linguistic behavior, such as pronouncing a difficult multi-syllable word.

51. Identify the accommodations that should be explicitly documented in a Hindi spelling lesson plan for a student with Dysgraphia and visual-spatial processing issues:
I. Allowing oral spelling responses instead of written ones.
II. Providing plastic or wooden magnetic letters to build Hindi words.
III. Restricting the student from participating in any peer-interactive spelling games.
IV. Reducing the writing load by providing cloze-procedure (fill-in-the-blank) worksheets instead of full-paragraph copying.
V. Deducting marks for messy handwriting even if the spelling is correct.
Select the correct combination of appropriate accommodations:
(A) I, II and IV only
(B) I, III and V only
(C) II, IV and V only
(D) I, II, III and IV only

52. What does the term "Backwards Chaining" (Pashch-Shrinkhalan) mean in a step-by-step Hindi writing lesson plan for a child with developmental delays?
(A) Teaching the child to physically write standard Hindi sentences in a reverse direction from right to left across the paper.
(B) Teaching the first stroke of a letter in isolation while completing the remaining structural parts of the letter for them.
(C) Completing initial writing steps for the child and prompting them to execute only the final stroke, ensuring immediate success.
(D) Forcing the child to memorize and verbally recite the entire Devnagari alphabet chart in a reverse chronological order.

53. In a constructivist Hindi lesson plan, the stage where students are encouraged to connect the new lesson to their home environment is known as:
(A) Sadharanikaran (Generalization)
(B) Grah-karya (Homework)
(C) Abhyas-karya (Practice)
(D) Shrutlekh (Dictation)

54. Which instructional model focuses on direct, systematic, and explicit teacher-led instruction, highly suitable for introducing fundamental Hindi phonic sounds to children with learning disabilities?
(A) Unstructured Free-Play Teaching Model
(B) Teacher-Led Segregated Lecture Model
(C) Constructivist Discovery Learning Model
(D) Direct Instruction Model (Pratyaksh Shikshan)

55. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): In an inclusive Hindi lesson plan, "Differentiated Instruction" (Vibhedit Shikshan) requires the teacher to prepare 40 entirely different, individual lesson plans for a class of 40 students.
Reason (R): Universal Design for Learning (UDL) principles focus on providing multiple pathways of representation, expression, and engagement within a single, flexible lesson framework.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. What is the role of "Pratibhuti" (Feedback) in a special education lesson plan for language learning?
(A) It must be delayed by at least two weeks, allowing the student ample time to completely forget their initial errors.
(B) It should be highly negative and punitive to strictly prevent the child from ever repeating pronunciation mistakes.
(C) It should be immediate, specific, positive, and constructive, allowing the student to self-correct language patterns.
(D) It is a luxury resource that is only required for high-achieving school students who do not have documented IEPs.

57. In a Hindi lesson plan, what is the purpose of "Apekshit Adhigam Parinam" (Expected Learning Outcomes - ELO)?
(A) Defining what the classroom teacher wants to personally achieve in terms of long-term salary increments.
(B) Listing the formal administrative rules, regulations, and safety policies of the local

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school board.
(C) Specifying the exact set of questions and answer keys that will eventually appear in the final board exam.
(D) Stating the measurable knowledge, skills, and behaviors students are expected to acquire by the end of the lesson.

58. For a student with Cerebral Palsy who has poor fine motor control, what physical adaptation should be listed in the Hindi lesson plan for writing tasks?
(A) Providing thick, chunky crayons, pencil grips, or heavy-weighted writing pens along with non-slip desk mats.
(B) Forcing them to write exclusively with a standard, extremely thin wooden pencil without any adaptive support.
(C) Restricting them entirely to oral participation, preventing any physical contact with standard writing tools.
(D) Teaching them to write complex characters using their non-dominant foot without any physical support systems.

59. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): Peer-tutoring (Saha-paathi Shikshan) is an effective instructional strategy to be included in a Hindi lesson plan for inclusive classrooms.
Reason (R): It fosters social inclusion, enhances expressive language practice for both the tutor and the tutee, and provides low-stress reinforcement of Hindi concepts.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

60. When designing a transition lesson plan in Hindi for an adolescent with a severe learning disability, what content should be prioritized?
(A) Conducting a highly critical, academic analysis of medieval Hindi poetry (Bhakti Kaal) and classical literature.
(B) Practical, vocational skills like filling reservation forms, opening bank accounts, and reading public signs.
(C) Rote memorization of historical Sanskrit roots, etymology, and morphological origins of all Hindi vocabulary.
(D) Writing a highly detailed, ten-page creative short story incorporating complex plotlines and multiple characters.

61. Which of the following genres of Hindi literature is most appropriate for developing oral communication, expressive pragmatics, and social skills in a child with Autism Spectrum Disorder (ASD)?
(A) Natak / Abhinay (Drama / Role Play)
(B) Khandakavya (Epic poetry)
(C) Aitihasik Upanyas (Historical Novels)
(D) Shodh Prabandh (Research Essays)

62. When teaching "Gadya" (Prose) in Hindi to a child with a severe Hearing Impairment, which of the following is the most appropriate pedagogical adaptation for the "Adarsh Vachan" (model reading) step?
(A) Performing the reading silently while expecting the child to lip-read without any text.
(B) Continuing with standard oral reading at the back of the classroom to test auditory-only processing.
(C) Supplementing the oral reading with simultaneous sign language translation, visual storyboards, and real-time captioning.
(D) Eliminating the reading step entirely and asking the child to complete abstract grammar worksheets instead.

63. What is the key difference in pedagogical objectives between teaching "Padya" (Poetry) and "Gadya" (Prose) in Hindi?
(A) Prose focuses strictly on developing rhythmic oral appreciation, whereas poetry focuses entirely on rote grammar rules.
(B) Prose is designed only for visually impaired students, whereas poetry is designed only for hearing impaired students.
(C) There is no real pedagogical difference; both genres are taught in class using an identical step-by-step vocabulary drill.
(D) Prose emphasizes comprehension and syntax, while poetry focuses on aesthetic appreciation, rhythm, emotion, and expression.

64. A special educator is teaching "Vyakaran" (Hindi Grammar) to a class that includes children with Specific Learning Disabilities in

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reading. Which teaching method is most aligned with constructivist and inclusive pedagogy?
(A) Deductive Method (Nigaman Vidhi), where the teacher writes abstract rules on the board and demands rote memorization.
(B) Rote translation of abstract syntactic rules from English to Hindi with no contextual examples or visual scaffolds.
(C) Inductive Method (Aagman Vidhi), where students analyze multiple examples first to discover the underlying grammatical rule.
(D) Immediate physical or verbal punishment for every single grammatical error made during spontaneous oral conversations.

65. Read the following proposed instructional modifications for introducing storytelling (Kahani) in Hindi to children with ADHD:
I. Keeping the story presentation short and dynamic, using interactive digital media or puppets.
II. Asking the children to sit perfectly still in their chairs for a 45-minute monologue.
III. Incorporating physical movement breaks where children act out specific characters or plot points.
IV. Presenting a massive block of un-illustrated text on a projector.
Which of the above modifications are most effective to sustain attention?
(A) I and II only
(B) I and III only
(C) II and IV only
(D) I, III and IV only

66. How can the genre of "Ekanki" (One-act play) be adapted to teach emotional recognition and social-emotional learning (SEL) to a child with developmental delays?
(A) By forcing the child to repeatedly copy the entire multi-character dramatic script by hand without any peer interaction.
(B) By asking the child to write a highly critical, academic review of the play's underlying acts, scenes, and structures.
(C) By reading the dramatic play aloud in a flat, completely monotone voice with absolutely no emotional or vocal variance.
(D) Using role-play focused on identifying, labeling, and mimicking facial expressions and vocal intonations of diverse emotions.

67. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): Traditional rote learning of "Paryayvachi Shabd" (Synonyms) and "Vilom Shabd" (Antonyms) from a list is highly ineffective for children with semantic-pragmatic language disorders.
Reason (R): These children require contextualized usage of words in concrete sentences paired with real-life objects to understand relational vocabulary.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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68. Which genre of Hindi literature is characterized by personal reflections, structural flexibility, and subjective viewpoint, and is highly useful for encouraging self-expression and identity development in adolescents with physical disabilities?
(A) Vyakaran Sutra (Grammar formulas)
(B) Shabdkosh (Dictionary compilation)
(C) Nibandh / Sansmaran (Essay / Memoirs)
(D) Sanyukt Vyanjan (Conjunct consonant tables)

69. When teaching "Padya" (Poetry) to a visually impaired student, what is the best tactile-auditory substitute for visual imagery used in poems?
(A) Using sound effects, music for natural sounds, and tactile objects (dry leaves, soil, ice) to represent sensory metaphors.
(B) Describing complex color schemes and visual hues through static braille charts and lengthy non-tactile verbal explanations.
(C) Skipping poetry lessons entirely under the assumption that visually impaired children cannot appreciate aesthetic beauty.
(D) Asking them to memorize the highly specific historical and biographical details of the poet's life and academic education.

70. In the pedagogy of Hindi "Rachana" (Composition/Creative Writing), what is the "Paragraph Frame" (Anuchhed-Dhanacha) strategy, and how does it assist a child with a learning disability?
(A) A heavy, physically restrictive wooden frame

83. Identify the assessment strategies used to evaluate Hindi speaking skills (Vachan Kaushal) in a non-verbal child who uses a high-tech AAC device:

I. Programming the child's AAC device with specific Hindi vocabulary related to the test topic.

II. Asking the child to physically articulate difficult phonetic consonant clusters (Sanyukt Vyanjan) with their vocal cords.

III. Assessing the child's ability to construct grammatically correct sentences on their AAC screen and playing the auditory output.

Which of the above are valid and fair assessment methods for this student?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

84. What is the primary purpose of a "Nidatmak Parikshan" (Diagnostic Test) in Hindi language teaching?

(A) To systematically rank all students from the highest to lowest score across the entire school district.
(B) To gather data and determine whether a struggling student should be permanently expelled from the local school.
(C) To identify learning difficulties, conceptual gaps, and language error patterns to plan targeted remediation.
(D) To officially evaluate the daily instructional performance, administrative compliance, and salary of the teacher.

85. A student frequently confuses the letters "Ba" (ब) and "Va" (व) in written Hindi spelling, leading to semantic confusion (e.g., writing "वन" instead of "बन"). What is the most appropriate "Upcharatmak Shikshan" (Remedial Teaching) strategy?

(A) Directing the child to trace both letters on sandpaper, pairing tactile feedback with distinct articulatory and visual cues.
(B) Punishing the child by making them stand outside the classroom in the corridor for the entire duration of the lesson.
(C) Giving the student a highly complex five-hundred-word essay to write independently on the ecological value of forests.
(D) Completely ignoring the writing error in class under the assumption that it does not affect overall text comprehension.

86. In assessing "Shravan Kaushal" (Listening/ Auditory Comprehension) in Hindi for a child with a Cochlear Implant, which accommodation is most critical?

(A) Playing a low-quality, crackling analog tape recording inside a highly noisy, crowded and echoic examination hall.
(B) Using a sign language interpreter exclusively, completely avoiding any active auditory-verbal tracking or training.
(C) Directly translating all the spoken oral comprehension passages into highly formal written English text worksheets.
(D) Providing a quiet testing environment, using an assistive FM system, and face-to-face seating for speech-reading cues.

87. Read the following proposed contents for a portfolio assessment designed to track a student's progress in Hindi writing over an entire academic term:

I. Only the highest-scoring perfect worksheets selected by the teacher.

II. A collection of diverse student work over time (e.g., drafts, creative writing, spelling tests, self-assessments) showing growth and development.

III. Photos of physical therapy sessions and medical certificates.

IV. Reflective journals by the student on their own learning goals in Hindi.

Select the correct combination of appropriate contents for the portfolio:

(A) I and III only
(B) II and IV only
(C) I, II and IV only
(D) II, III and IV only

88. When designing a "Rubric" to assess Hindi paragraph writing for a student with developmental dysgraphia, which parameter should be heavily scaffolded or given weighted options?

(A) Evaluating handwriting calligraphy aesthetics, absolute line neatness, and colorful margins or page decoration.
(B) Measuring the exact physical speed of writing, overall mechanical endurance, and standard exam completion time.
(C) Structural organization of ideas, functional vocabulary, and syntax, rather than mechanical penmanship aesthetics.
(D) Counting the total number of words written by the student within a highly strict, timed

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of the author's birthplace.
(B) A graphic organizer helping CWSN map character traits, feelings, and relationships using text, symbols, or pictures.
(C) A complex seating chart used by the teacher to arrange students based on physical mobility or visual acuity needs.
(D) A highly strict, standardized exam format and scoring rubric used by school boards to grade creative essay writing.

77. Which method of teaching Hindi grammar focuses on analyzing sentences by breaking them down into constituent phrases and identifying the grammatical function of each word?
(A) Vakya Vishleshan (Sentence Analysis)
(B) Varnamala Shrutlekh (Alphabet Dictation)
(C) Shabadkosh Nirman (Dictionary building)
(D) Nibandh Lekhan (Essay Writing)

78. When teaching a Hindi poem, what is the role of "Bhava-Anuvad" (Emotional translation/ explanation) for a child with a social-communication disorder?
(A) Teaching the literal, isolated dictionary meanings of every single noun and verb found in the written text.
(B) Directly asking the child to translate the rhythmic poem's structure into logical, abstract mathematical formulas.
(C) Explaining social-emotional context, subtext, and metaphors of the poem's expressions in simple, concrete terms.
(D) Rote memorizing the exact historical year of publication, alongside the biographical history of the poet.

79. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): Drama and role-play in Hindi lessons help in reducing performance anxiety in children with selective mutism.
Reason (R): Non-threatening, non-verbal roles (such as mime, acting as a prop, or puppet manipulation) allow gradual participation leading to vocalizations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

80. To teach spelling of complex Hindi words like "Ashirwad" (आशीर्वाद) or "Ujjwal" (उज्ज्वल) to a student with dyslexia, which strategy is most effective?
(A) Forcing them to write the word incorrectly one hundred times in their notebook to learn spelling by trial-and-error.
(B) Strictly deducting marks on examinations and quizzes without ever providing any correct spelling model for feedback.
(C) Simultaneous Oral Spelling (SOS) where the student looks, traces a tactile surface, says letters, and writes from memory.
(D) Completely ignoring and overlooking all orthographic spelling mistakes across all formal language assessments.

81. Under the Continuous and Comprehensive Evaluation (CCE) framework, which of the following is a "Formative Assessment" (Rachnatmak Mulyankan) technique suitable for assessing Hindi language skills in a child with ADHD?
(A) A formal, written three-hour essay examination administered strictly at the end of the academic year.
(B) Ongoing observation, interactive oral quizzes, language games, and participation check-lists.
(C) A highly standardized, norm-referenced clinical IQ test designed to measure general cognitive abilities.
(D) A strict spelling and writing test with heavy negative marking rules applied to handwriting neatness.

82. For a student with a Specific Learning Disability (Dyscalculia and Dysgraphia), which assessment accommodation is required during a Hindi language examination under the RPWD Act 2016 guidelines?
(A) Complete and total exemption from all parts of the examination with automatic full marks awarded on the report.
(B) Forcing the student to write the entire exam under identical speed, time, and pressure as neurotypical peers.
(C) Providing the student with the exact, finalized question paper and marking key a full week prior to the exam.
(D) Providing compensatory extra time (20 minutes per hour) and access to a scribe or computer typing tools.

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teacher supervision.
(B) Breaking down writing into small, sequential steps like holding a pencil, tracing curves, and drawing lines.
(C) Formally requesting the student's parents or guardians to write the name on the child's behalf at home.
(D) Evaluating the student's mechanical writing skills through a standard, timed two-hour theoretical paper.

45. In designing a Hindi lesson plan under the "5E Instructional Model" of constructivism, which stage is best suited for addressing misconceptions about homophones (Shanshrut Bhinnarthak Shabd) through collaborative group activities?
(A) Explore (Anveshan)
(B) Engage (Sankshipt Parichay)
(C) Explain (Vyakhyakaran)
(D) Elaborate (Vistaran)

46. A special educator is writing lesson objectives for a Hindi grammar lesson on "Karak" (Case markers) using Bloom's Revised Taxonomy. For a student with a mild learning disability, which objective is written at the "Apply" (Prayog) level?
(A) The student will systematically recall and orally recite the exact names of all eight grammatical Karaks from memory.
(B) The student will accurately identify and highlight Karak inflections (Vibhakti) within a newly presented prose passage.
(C) The student will write original sentences correctly using the instrumental (Karan) and dative (Sampradan) Karaks.
(D) The student will critically analyze and critique a complex literary work based on its formal grammatical construction.

47. Consider the following strategies proposed for implementing "Station Teaching" during a Grade 4 Hindi reading comprehension lesson:
I. Divide the class into three distinct, small groups: one group working on vocabulary with the special educator, one working on silent reading with the general educator, and one working on independent writing/tactile puzzles.
II. Have both teachers stand at the front of the room, with one lecturing in Hindi and the other translating into English simultaneously.
III. Rotate the student groups systematically through each station so all students benefit from targeted instruction.
IV. Keep the low-performing CWSN at a single station for the entire week without any rotation.
Which of the above strategies represent the correct approach for station teaching?
(A) I and II only
(B) I and III only
(C) II and IV only
(D) I, III and IV only

48. In an IEP lesson plan for a child with Autism, a visual schedule of the Hindi class is placed on their desk. This is an adaptation of which lesson planning component?
(A) Systematic modification of the core academic learning content.
(B) Administrative modification of the school's grading policy.
(C) Environmental modification and task transition scaffolding.
(D) Official modification of the board and school affiliation.

49. Amit is a 12-year-old student with moderate Intellectual Disability (ID). The IEP team is designing a daily lesson plan to teach him functional Hindi vocabulary related to community safety signs (such as "खतरा", "रुकिए", "निकास", "पुरुष/महिला"). What is the most appropriate teaching method and sequencing strategy for Amit's lesson plan?
(A) Rote memorization of grammatical spelling rules followed by writing a highly structured essay on community safety laws.
(B) Visual association with photo flashcards, followed by simulated practice in the school using task analysis and prompting.
(C) Traditional lectures explaining the historical evolution of Devnagari signs while expecting him to take detailed notes.
(D) Teaching him vocabulary exclusively through silent reading and independent study of classical, advanced Hindi literature.

50. In a Hindi lesson plan, "Shaping" (Aakar Dena) is an instructional strategy used primarily to:
(A) Physically force a child to remain seated in a highly rigid, specific physical posture for the entire duration of the lesson.
(B) Instruct students to manually draw various complex geometric shapes and lines on the blackboard using colored chalk pieces.
(C) Verbally reprimand or deliver negative

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five-minute time limit.

89. Which screening tool is commonly used by special educators in India to identify primary school children at risk for Specific Learning Disabilities in reading and writing Hindi and other regional languages?
(A) Wechsler Adult Intelligence Scale
(B) Standardized Snellen Eye Chart
(C) Vineland Social Maturity Scale
(D) NIMHANS SLD Assessment Battery

90. In evaluating "Pathan Kaushal" (Reading Comprehension) in Hindi, "Cloze Procedure" (Fill in the blanks of systematically deleted words in a text passage) is used. Why is this highly effective for assessing CWSN?
(A) It requires minimal writing, making it accessible for motor deficits while measuring semantic and syntactic skills.
(B) It tests the child's artistic drawing abilities, spatial visualization of objects, and graphic representation.
(C) It is designed exclusively as an audiometric measure to test physiological ear acuity and sound frequency limits.
(D) It is a highly repetitive rote-learning tool that does not require any active cognitive engagement from the student.

91. Identify the principles that must be followed under the guidelines of the National Education Policy (NEP) 2020 to evaluate Hindi language achievement in an inclusive school:
I. Shifting from a rote-memorization-based summative assessment to a competency-based, formative, and holistic assessment.
II. Using 360-degree multidimensional reports including self-assessment, peer-assessment, and teacher-assessment.
III. Eliminating all language subjects for CWSN from class 5 onwards.
IV. Implementing flexible assessment patterns that accommodate the diverse learning needs of students with disabilities.
V. Utilizing only English-medium standardized IQ batteries to test Hindi proficiency.
Select the correct combination of appropriate principles:
(A) I, II and IV only
(B) I, III and V only
(C) II, IV and V only
(D) I, II, III and IV only

92. A special educator is conducting a "Running Record" of a student's oral reading of a Hindi prose passage. What is the primary metric being evaluated?
(A) The physical strength, volumetric air capacity, and structural endurance of the reading student's lungs.
(B) Reading fluency, decoding academic accuracy, and types of oral miscues like substitutions, omissions, and insertions.
(C) The historical accuracy, literary quality, and structural truth of the factual statements in the story.
(D) The student's gross motor coordination, balance, and physical seating posture during reading.

93. What is the role of "Bhasha-Prayogshala" (Language Laboratory) in assessing and remediating pronunciation errors in Hindi?
(A) A tech-enabled space to listen to high-quality audio models, record speech, compare files, and get targeted correction.
(B) A specialized chemistry laboratory adapted specifically to test and analyze the ink quality of standard Hindi pens.
(C) A sensory play area used primarily for intensive physical therapy, gross motor coordination, and locomotor support.
(D) An administrative office space where confidential student files and special education documents are archived safely.

94. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:
Assertion (A): Curriculum-Based Measurement (CBM) in Hindi reading is highly useful for tracking IEP goals.
Reason (R): CBM involves brief, timed, and frequent direct measures of student performance (such as counting correct words read per minute) to monitor intervention progress systematically.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

95. Rohan is a 10-year-old Grade 4 student who has Central Auditory Processing Disorder (CAPD). In his Hindi language assessment, during "Shrutlekh" (dictation tasks), he consistently

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writes "पटंग" instead of "पतंग", and "बदर" instead of "बंदर". He struggles when the teacher dictates words rapidly from the front of the classroom with her back turned. What is the correct diagnostic evaluation of Rohan's error pattern, and what accommodation is most appropriate?

(A) Rohan has poor visual-spatial memory of Devnagari graphemes; he should spend class time copying complex vocabulary from a printed dictionary.

(B) Rohan is displaying early signs of severe intellectual decline; he must be referred immediately for comprehensive cognitive testing.

(C) Rohan experiences physical writing tremors and fine-motor delays; he should be provided with heavy-weighted pencils to stabilize his handwriting.

(D) Rohan's errors stem from acoustic-auditory deficits; the teacher should face him directly, speak clearly with phonic cues, and use an FM system.

96. Under the Right to Education (RTE) Act, Section 3, children with disabilities have the right to:

(A) Pursue education in segregated institutions only, without any regular access to inclusive neighborhood schools.

(B) Direct financial reimbursement of all personal, medical, and family living expenses from state educational departments.

(C) Free, compulsory education in neighborhood schools with necessary accommodations and support as per the RPWD Act.

(D) Complete and automatic exemption from all types of formal language instruction and complex communication tasks.

97. In a Hindi classroom, what is "Chitra-Vachan" (Picture Reading/Interpretation) and which group of CWSN benefits most from it?

(A) A reading session where standard pictorial elements are verbally described aloud by the teacher to completely blind students in the class.

(B) An oral language assessment where students describe visual scenes in Hindi, helping non-readers and children with developmental delays.

(C) A highly specialized pedagogical technique designed for teaching advanced geometry, spatial angles, and 3D shapes using fine modern art.

(D) A highly advanced, specialized school instruction method reserved exclusively for exceptionally gifted artists and creative painters.

98. When evaluating a student's mastery of Hindi verbs (Kriya), which assessment format provides the lowest cognitive and motor barrier for a student with severe physical and learning disabilities?

(A) Writing a highly exhaustive, five-page theoretical research essay explaining the linguistic mechanics of verb conjugation.

(B) Rote reciting of one hundred exact grammatical verb definitions from memory in front of a formal school inspection board.

(C) Directly translating complex classical Hindi prose sentences into ancient, highly technical Sanskrit verb conjugations.

(D) An interactive drag-and-drop activity on an iPad, matching simple action videos with their corresponding Hindi verb labels.

99. Given below are an Assertion (A) and a Reason (R). Read both statements and select the correct option:

Assertion (A): Universal Design for Assessment (UDA) in language testing requires that all students, regardless of disability, take the exact same test under identical conditions.

Reason (R): The primary goal of Universal Design for Assessment is to design assessments that are flexible and accessible, allowing students to demonstrate their knowledge without being penalized by their sensory or physical disabilities.

(A) Both A and R are true and R is the correct explanation of A

(B) Both A and R are true but R is not the correct explanation of A

(C) A is true but R is false

(D) A is false but R is true

100. In teaching Hindi, "Vishleshnatmak Vidhi" (Analytical Method) is an instructional approach that moves from:

(A) Part to Whole (letters → syllables → words → sentences)

(B) Abstract Rules to Concrete Examples

(C) Whole to Part (sentences → words → syllables → letters)

(D) Rote Memorization to Dictation Exercises

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ANSWERS

1. (B) Its consistent grapheme-phoneme mapping allows the child to systematically organize speech sounds and reduce phonological errors.
The phonetic nature of the Devnagari script provides significant clinical support for children with articulation disorders because each grapheme represents a single, consistent phoneme. This predictable relationship between written symbols and spoken sounds helps students systematically organize their speech production. It facilitates phonological awareness, allowing learners to reduce speech errors by mapping sounds accurately onto visual characters.

2. (D) The distinction between unaspirated (Alpaprana) and aspirated (Mahaprana) plosives, using direct tactile-kinesthetic feedback on the back of the hand.
Addressing high-frequency sound perception in children with hearing impairments requires specific pedagogical priorities in Hindi instruction. Focusing on the distinction between unaspirated and aspirated plosives through direct tactile-kinesthetic feedback is essential. This method allows students to feel air bursts on their hands, providing a sensory substitute for the acoustic information they might struggle to perceive naturally.

3. (A) Both A and R are true and R is the correct explanation of A
Teaching Hindi to students with visual impairments necessitates a strong emphasis on oral-auditory discrimination of sibilants like "Sh", "S", and "S". Since Devnagari orthography assigns unique graphemes to these sounds, spelling accuracy in Braille depends on the student's ability to differentiate them acoustically. This connection ensures that learners can translate auditory input into the correct tactile representations.

4. (C) Functional communication (Kriyatmak Hindi) used to request, express immediate needs, and label everyday objects.
For children with moderate intellectual disabilities, Hindi vocabulary instruction should prioritize functional communication, known as Kriyatmak Hindi. This approach focuses on teaching words needed to request help, express immediate needs, and label everyday objects in the environment. Prioritizing practical utility over academic syntax or literary analysis supports independent living and social integration within the student's daily life.

5. (C) I and III only
Effective multisensory instructional strategies for children with dyslexia in Hindi classrooms include visual and tactile methods. Using color-coded vowel signs helps distinguish Matras from root consonants, aiding visual processing. Incorporating sandpaper letters for tracing engages the kinesthetic sense, reinforcing letter shapes through touch. These combined sensory inputs support memory and recognition more effectively than single-modality auditory drills or lectures.

6. (D) Providing a scribe, computer-assisted typing software, or speech-to-text tools in Hindi.
Under the Right of Children to Free and Compulsory Education Act and the RPWD Act, students with severe cerebral palsy who cannot write manually must receive appropriate accommodations. Providing a scribe, computer-assisted typing software, or speech-to-text tools ensures they can demonstrate their knowledge of the Hindi script. These provisions remove physical barriers to education and promote academic inclusion.

7. (A) Both A and R are true and R is the correct explanation of A
The multilingual nature of Indian classrooms serves as a valuable resource for teaching Hindi to children with special needs. Utilizing a student's home language provides cognitive scaffolding that makes learning second language concepts easier. By building on existing linguistic foundations, educators can facilitate a smoother transition to Hindi structures, fostering a more supportive and inclusive environment for language acquisition.

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forming characters without the frustration of moving materials.

59. (A) Both A and R are true and R is the correct explanation of A
Peer-tutoring is an effective instructional strategy that fosters social inclusion in Hindi classrooms. It provides a low-stress environment for students to practice expressive language and reinforce grammatical concepts. Both the tutor and the tutee benefit from the interaction, as explaining a concept helps the tutor solidify their own understanding, while the tutee receives personalized support from their peer.

60. (B) Practical, vocational skills like filling reservation forms, opening bank accounts, and reading public signs.
For an adolescent with a severe learning disability, a Hindi transition lesson plan should prioritize functional, vocational skills. This includes practical tasks like filling out forms, reading public signs, and managing a bank account. Focusing on these life-oriented skills ensures that the student can navigate the community independently and successfully transition from a school setting to adult life.

61. (A) Natak / Abhinay (Drama / Role Play)
Drama and role-play are excellent literary genres for developing social skills and expressive pragmatics in children with autism. These activities allow students to practice oral communication and recognize social cues in a structured yet creative environment. By acting out different scenarios, learners can explore diverse perspectives and emotional responses, helping them build the skills needed for successful real-world interactions.

62. (C) Supplementing the oral reading with simultaneous sign language translation, visual storyboards, and real-time captioning.
When teaching Hindi prose to a child with a severe hearing impairment, the model reading step should be supplemented with multiple visual aids. Using simultaneous sign language translation, storyboards, and real-time captioning ensures that the student can follow the narrative even if they cannot hear the oral reading. These adaptations provide the necessary linguistic input to support comprehension and engagement.

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63. (D) Prose emphasizes comprehension and syntax, while poetry focuses on aesthetic appreciation, rhythm, emotion, and expression.
The pedagogical objectives for teaching Hindi prose and poetry differ significantly. Prose instruction focuses primarily on comprehension, syntax, and structural understanding of the language. In contrast, poetry aims to foster aesthetic appreciation, rhythm, and emotional expression. Recognizing these differences allows teachers to choose the appropriate instructional methods for each genre, ensuring that students develop a well-rounded appreciation for literature.

64. (C) Inductive Method (Aagman Vidhi), where students analyze multiple examples first to discover the underlying grammatical rule.
The inductive method, or Aagman Vidhi, is a constructivist approach to teaching Hindi grammar that is highly effective for students with learning disabilities. It involves presenting multiple examples first, allowing students to analyze them and discover the underlying rules for themselves. This method encourages active thinking and helps learners build a conceptual understanding of grammar rather than relying on memorization.

65. (B) I and III only
To sustain the attention of children with ADHD during Hindi storytelling, the presentation should be short and dynamic. Using interactive digital media, puppets, and physical movement breaks keeps the students engaged and provides an outlet for their energy. Acting out character roles or plot points during the story helps reinforce the narrative while accommodating the students' need for movement.

66. (D) Using role-play focused on identifying, labeling, and mimicking facial expressions and vocal intonations of diverse emotions.
A one-act play can be adapted to teach emotional recognition and social-emotional learning by focusing on role-play. Students can practice identifying, labeling, and mimicking facial expressions and vocal intonations associated with different feelings. This interactive approach helps children with developmental delays understand the nuances of human emotion in a safe context, improving their overall social-emotional intelligence in Hindi.

crucial for improving articulation and the overall clarity of the student's vocalizations.

17. (B) An Individualized Education Program (IEP) focused on functional phonics, decoding skills, and visual scaffolding.
For a student with a mild intellectual disability struggling with multi-syllable Hindi words and reading comprehension, an Individualized Education Program is necessary. This program should focus on functional phonics, decoding skills, and visual scaffolding to support literacy development. Tailored interventions allow the student to progress at an appropriate pace while using tools that simplify complex linguistic tasks.

18. (D) Multi-sensory "air-writing" with verbal stroke cues and interactive smart-board tracing.
Maintaining engagement for children with ADHD while teaching the Devnagari alphabet involves using dynamic and multisensory strategies. Multi-sensory air-writing, combined with verbal cues and interactive smart-board tracing, helps improve working memory and retention of stroke directions. These active methods provide the physical movement and immediate feedback needed to keep the student focused and interested during repetitive handwriting tasks.

19. (D) A is false but R is true
Augmentative and Alternative Communication systems in Hindi do not hinder natural speech development in non-verbal children with autism. Instead, research shows that these systems can facilitate verbal growth by reducing communicative frustration. By providing a reliable way to express needs, AAC serves as a scaffolding tool that encourages rather than prevents the eventual development of spoken language skills.

20. (C) Dhwanivigyan (Phonology)
Phonology, known as Dhwanivigyan in Hindi, is the linguistic component that governs the rules for the structure and sequence of speech sounds. It focuses on how sounds function within the language to convey meaning and the patterns they form. Understanding phonology is essential for teaching pronunciation and helping students recognize the relationship between the auditory and written forms.

21. (A) Deepening the curriculum through higher-order thinking, creative writing, and advanced literary analysis.
Curricular enrichment for gifted and talented children with special needs in Hindi focuses on deepening the existing curriculum. This objective is achieved through higher-order thinking tasks, creative writing, and advanced literary analysis. Rather than increasing the volume of work, enrichment provides intellectual challenges that align with the students' advanced abilities, fostering a more engaging and meaningful educational experience.

22. (D) Using a clean, clear font with increased letter spacing, bolded key vocabulary, and side-by-side visual scaffolds.
Adapting Hindi textbook layouts for students with dyslexia according to Universal Design for Learning principles requires several specific changes. Using a clean font with increased letter spacing and bolding key vocabulary helps reduce visual stress and improves readability. Adding side-by-side visual scaffolds further supports comprehension by providing alternative ways to access the information presented in the prose text.

23. (A) Both A and R are true and R is the correct explanation of A
Tactile graphics and 3D embossed diagrams are vital for teaching geographical and descriptive Hindi vocabulary to blind students. Verbal descriptions alone are often insufficient for conceptualizing abstract spatial terms or complex physical structures mentioned in literature. These tactile materials provide a physical reference that allows students to build more accurate mental models of the concepts being taught in the classroom.

24. (C) Semantic mapping (Artha-manchitran) of new terms, linking them to familiar synonyms, antonyms, and concrete objects.
Semantic mapping is an effective strategy for enriching the Hindi vocabulary of children with developmental language delays. This method involves linking new terms to familiar synonyms, antonyms, and concrete objects in a visual or conceptual map. By creating these associations, students can better understand the relationships between words, which aids in retention and the functional use of new language.

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8. (C) Delayed functional pragmatics with a tendency toward echolalia (repetitive Hindi phrases without clear communicative intent).
Children on the autism spectrum often exhibit specific patterns in Hindi language development, characterized by delayed functional pragmatics. While they may memorize phrases, they frequently demonstrate echolalia, which is the repetition of words without clear communicative intent. This suggests that while structural language may be present, the ability to use Hindi for social and functional communication requires targeted intervention.

9. (A) II, I, III, V, IV
The classification of consonants in the Hindi alphabet follows a logical sequence based on the place of articulation within the vocal tract. The order starts from the glottis and moves forward toward the lips. This results in the sequence: Kavarga (velar), Chavarga (palatal), Tavarga (retroflex), Tavarga (dental), and Pavarga (labial). Understanding this physical arrangement is fundamental for phonetic instruction.

10. (A) National Education Policy (NEP) 2020
The National Education Policy 2020 emphasizes that the medium of instruction during early childhood and primary years should ideally be the mother tongue or local language. This policy impacts how Hindi is taught to children with special needs by encouraging a foundation in a familiar language. Such a pedagogical shift helps reduce cognitive load and improves overall learning outcomes.

11. (A) Both A and R are true and R is the correct explanation of A
Students with dysgraphia often face significant challenges when writing Hindi conjunct consonants, such as 'Ksha' or 'Tra'. These complex characters require sophisticated motor planning and the coordination of multiple strokes that differ from standard graphemes. The spatial complexity and intricate movement patterns involved in forming these symbols make manual execution difficult for learners with specific motor-based writing disabilities.

12. (B) Providing high-contrast, magnified letters with distinct color coding for Swar and Vyanjan, paired with auditory labels.
Applying Universal Design for Learning principles for students with low vision involves modifying the Hindi alphabet chart to enhance accessibility. Providing high-contrast, magnified letters helps students perceive character shapes more clearly. Pairing these visual aids with color coding for vowels and consonants, along with auditory labels, ensures that the learning environment caters to various sensory needs and strengths.

13. (B) I, II, IV and V only
Determining whether a bilingual child's poor Hindi performance is due to a disability or language difference requires a comprehensive evaluation. Educators should assess receptive language in both Hindi and the native language, alongside family history and non-verbal cognitive tests. Observing the response to evidence-based reading interventions also provides critical data to distinguish between an underlying disorder and typical bilingual development.

14. (C) A phonological substitution error requiring targeted speech therapy alongside systemic linguistic feedback.
A student replacing the dental "S" with the palatal "Sh" in both speech and writing exhibits a phonological substitution error. This type of mistake involves the consistent replacement of one speech sound with another. Correcting this pattern requires targeted speech therapy and systematic linguistic feedback to help the child distinguish between these specific phonetic sounds and their corresponding written symbols.

15. (D) A is false but R is true
Children with intellectual disabilities often struggle with abstract reasoning and conceptual learning, necessitating concrete instructional support. While the assertion that abstract Hindi vocabulary should be introduced through dictionary definitions is false, the reason regarding their cognitive limitations is true. Effective teaching for this population involves using real objects and visual aids to make abstract concepts more tangible and easier.

16. (C) Cleft Lip and Palate
Nasalization errors are particularly common among children with cleft lip and palate during Hindi speech production. These errors occur because the structural condition affects the ability to regulate airflow between the oral and nasal cavities. In speech therapy and language pedagogy, addressing these resonance issues is

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33. (B) It must feature high-contrast, large-print bold letters at the child's eye level, with tactile boundaries.
A Word Wall designed for students with low vision must meet specific accessibility requirements to be effective. It should feature high-contrast, large-print bold letters placed at the child's eye level to ensure maximum visibility. Including tactile boundaries around each word further assists students in locating and identifying vocabulary, supporting their independent reading and spelling development in the classroom.

34. (D) It inserts spoken narrations of key visual elements, actions, and settings during natural video pauses.
Audio-description plays a vital role in adapting multimedia content for teaching Hindi literature to visually impaired students. It involves inserting spoken narrations of key visual elements, actions, and settings during natural pauses in the video. This additional information allows students to understand the non-verbal aspects of a performance, ensuring they can fully follow the plot and nuances.

35. (A) Both A and R are true and R is the correct explanation of A
For children with dyscalculia who struggle with Hindi numbers, using visual association cards is a recommended curriculum adaptation. These cards link Devnagari digits to concrete objects, helping students bridge the gap between symbols and quantities. This approach is supported by the fact that mathematical processing and orthographic recognition share neural pathways, allowing both areas to be addressed together.

36. (C) Using expressive Indian Sign Language (ISL) translation, facial expressions, and visual imagery of nature metaphors.
To help a deaf child appreciate Hindi poetry, educators should use adaptations that capture the rhythmic and descriptive essence of the work. Incorporating Indian Sign Language translation, expressive facial gestures, and visual imagery of nature metaphors allows the student to experience the poem's aesthetic qualities. This visual and tactile approach compensates for the lack of auditory rhythm.

37. (A) Real objects (like fruits, vegetables, or utensils) brought to class to teach their Hindi names.
Real-life learning materials, such as fruits, vegetables, or household utensils, are excellent for enriching Hindi vocabulary in children with developmental delays. These concrete objects provide a direct physical reference for the words being taught, making the learning process more tangible. By interacting with real items, students can more easily form semantic connections and remember names of everyday objects.

38. (D) Double-lined or grid workbooks with raised tactile boundaries and dotted letters for tracing.
Workbook modifications are essential for children with dysgraphia who struggle to form Hindi letters. Double-lined or grid workbooks with raised tactile boundaries provide the structure needed to guide hand movements. Including dotted letters for tracing further supports the development of fine motor control and spatial awareness, helping the student transition to independent writing by practicing various character shapes.

39. (A) Both A and R are true and R is the correct explanation of A
Curriculum compacting is highly beneficial for twice-exceptional students in the Hindi classroom. This strategy allows them to move quickly past content they have already mastered, saving time for more challenging and enriched creative projects. By addressing both their giftedness and their disability, educators can provide a balanced learning experience that offers remediation where needed while fostering higher-level exploration.

40. (C) Enhance peer interaction, vocabulary retrieval, and phonological awareness in an engaging, low-anxiety environment.
Language games such as word puzzles and crosswords are valuable enrichment tools in Hindi pedagogy. These activities enhance peer interaction, vocabulary retrieval, and phonological awareness in a low-anxiety environment. By making learning fun and social, games help students practice their language skills without the pressure of formal testing, which is particularly beneficial for children who struggle with academic tasks.

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25. (D) Providing a printed glossary of key words with picture icons or Indian Sign Language (ISL) graphics next to the text.
To support a child with a hearing impairment in comprehending Hindi stories, curriculum adaptations should focus on visual aids. Providing a printed glossary that includes picture icons or Indian Sign Language graphics next to the text is highly effective. These visual markers provide immediate context for unfamiliar words, reducing the reliance on auditory processing and making the narrative more accessible.

26. (A) Sugamya Pustakalaya
Sugamya Pustakalaya is a significant digital resource in India that provides accessible Hindi literature for print-disabled individuals. It offers content in various formats, including audio and Braille, which supports curricular enrichment for students with visual or reading impairments. By using this platform, educators can ensure that all students have equal access to the literary materials required for their studies.

27. (C) A is true but R is false
Adapting the syntactic complexity of Hindi prose is a necessary modification for students with moderate intellectual disabilities. Shortening sentences and using active voice helps make the text more understandable. The claim that these students process complex clauses with the same ease as their peers is false, as cognitive limitations typically affect the processing of sophisticated grammatical structures.

28. (B) A structured format where illustrations map to sentences, scaffolding vocabulary and comprehension for children with deficits.
Picture-supported text refers to a structured book layout where illustrations are directly mapped to sentences. This format provides essential scaffolding for children with linguistic or cognitive deficits, helping them understand the relationship between written Hindi and visual representations. By aligning graphics with specific phrases, educators can improve vocabulary acquisition and overall reading comprehension for diverse learners in an inclusive setting.

29. (A) The teacher provides the blind student with Hindi Braille and audio, while giving the autistic student a visual schedule, concrete photographs, and a quiet work corner.
Applying Universal Design for Learning in an inclusive Hindi classroom requires different strategies to meet diverse needs simultaneously. For a blind student, providing Braille and audio formats ensures access to the text. For a student on the autism spectrum, using visual schedules, concrete photographs, and a quiet work environment addresses sensory and cognitive needs, creating a supportive atmosphere.

30. (C) Nine Adaptations Framework
The Nine Adaptations Framework is a pedagogical model used to modify core curriculum content for children with special needs. It involves systematically adjusting factors such as size, time, input, output, and difficulty level. This structured approach allows students to access the general education Hindi curriculum while receiving the specific supports they need to succeed alongside their neurotypical peers.

31. (A) Both A and R are true and R is the correct explanation of A
Incorporating local folklore and regional dialects into the Hindi curriculum enriches the learning experience for children from marginalized backgrounds. This culturally responsive pedagogy reduces socio-linguistic barriers and helps students with learning disabilities feel more engaged. By validating their home language and culture, educators foster a positive self-concept, which can lead to better academic and social outcomes.

32. (C) Using "Total Physical Response" (TPR) where students act out action verbs as they learn corresponding words.
A kinesthetic approach is highly effective for teaching Hindi verbs to children with physical and developmental disabilities. Total Physical Response involves students acting out action verbs as they learn the corresponding words. This method links physical movement with linguistic input, reinforcing the meaning of the verbs through direct experience and making abstract grammatical concepts more concrete and memorable.

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50. (D) Reinforce successive approximations toward a target linguistic behavior, such as pronouncing a difficult multi-syllable word.
Shaping is an instructional strategy used to reinforce successive approximations toward a target linguistic behavior. In a Hindi lesson, this might involve praising a student as their pronunciation of a difficult multi-syllable word gradually improves. By rewarding small steps of progress, the teacher helps the child eventually master the full and correct phonetic production of complex vocabulary in a supportive manner.

51. (A) I, II and IV only
Appropriate accommodations for a student with dysgraphia and visual-spatial issues in a Hindi spelling lesson include several non-punitive measures. Allowing oral responses and providing magnetic letters for word building reduces the physical burden of writing. Additionally, using fill-in-the-blank worksheets instead of full paragraphs helps the student focus on spelling without being overwhelmed by the mechanical demands of writing.

52. (C) Completing initial writing steps for the child and prompting them to execute only the final stroke, ensuring immediate success.
Backwards chaining is a teaching strategy where the educator completes all but the last step of a task for the student. In a Hindi writing lesson, the teacher would perform the initial strokes of a letter and prompt the child to finish only the final part. This method ensures that the student experiences immediate success, which builds confidence and motivation.

53. (A) Sadharanikaran (Generalization)
In a constructivist Hindi lesson plan, the generalization stage, or Sadharanikaran, encourages students to connect new concepts to their home and everyday environments. This phase is essential for ensuring that learning extends beyond the classroom. By identifying how a lesson applies to real-life situations, students develop a more meaningful understanding of the language and its functional use in life.

54. (D) Direct Instruction Model (Pratyaksh Shikshan)
The Direct Instruction Model is a teacher-led approach that focuses on systematic and explicit instruction. This model is particularly suitable for introducing fundamental Hindi phonic sounds to children with learning disabilities. By providing clear demonstrations and structured practice, the teacher ensures that students build a strong foundation in phonetics, which is critical for later success in literacy tasks.

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55. (D) A is false but R is true
While differentiated instruction does not require a unique lesson plan for every student, Universal Design for Learning provides a framework for creating flexible lessons. UDL principles focus on offering multiple pathways for representation, expression, and engagement within a single plan. This approach allows educators to meet the diverse needs of all learners in a Hindi classroom without excessive administrative burden.

56. (C) It should be immediate, specific, positive, and constructive, allowing the student to self-correct language patterns.
In a special education lesson plan, feedback should be immediate, specific, positive, and constructive. This allows students to self-correct their Hindi language patterns and reinforces correct usage right away. Positive reinforcement encourages continued effort, while specificity helps the learner understand exactly what needs adjustment, making the feedback a powerful tool for linguistic development and building overall student confidence.

57. (D) Stating the measurable knowledge, skills, and behaviors students are expected to acquire by the end of the lesson.
Expected Learning Outcomes define the measurable knowledge, skills, and behaviors that students should acquire by the end of a Hindi lesson. These outcomes serve as a guide for both teaching and assessment, ensuring that instructional activities align with desired goals. By stating clear ELOs, educators can effectively track student progress and make necessary adjustments to their teaching strategies.

58. (A) Providing thick, chunky crayons, pencil grips, or heavy-weighted writing pens along with non-slip desk mats.
Students with cerebral palsy and poor fine motor control require specific physical adaptations for writing tasks in Hindi. Providing chunky crayons, pencil grips, or heavy-weighted pens can help stabilize their grip and movements. Using non-slip desk mats also ensures that the paper remains secure, allowing the student to focus on

75. (D) A is false but R is true
Prioritizing functional, everyday Hindi over complex Sanskritized vocabulary is essential for students with cognitive impairments. While the assertion suggesting the opposite is false, the reason remains true: daily communication skills are vital for social integration and independent living. Teaching practical language allows these students to interact more effectively with their environment and succeed in real-life social and vocational situations.

76. (B) A graphic organizer helping CWSN map character traits, feelings, and relationships using text, symbols, or pictures.
A character map is a graphic organizer that helps children with special needs visualize character traits, feelings, and relationships in a story. This tool uses a combination of text, symbols, and pictures to map out the narrative components. It is particularly useful in inclusive Hindi classrooms for supporting comprehension and helping students organize their thoughts about the literary elements of stories.

77. (A) Vakya Vishleshan (Sentence Analysis)
Sentence analysis is a method of teaching Hindi grammar that involves breaking sentences down into their constituent phrases. This process helps students identify the grammatical function of each word within the larger structure. By analyzing how sentences are built, learners can better understand the rules of syntax and improve their ability to construct their own grammatically correct and meaningful sentences.

78. (C) Explaining social-emotional context, subtext, and metaphors of the poem's expressions in simple, concrete terms.
For children with social-communication disorders, the emotional translation of a Hindi poem involves explaining metaphors and subtext in simple, concrete terms. This approach helps the student understand the emotional context that they might otherwise miss. By making the poem's feelings and social nuances explicit, educators support the child's ability to engage with the aesthetic and relational literature.

79. (A) Both A and R are true and R is the correct explanation of A
Drama and role-play are effective for reducing performance anxiety in children with selective mutism. Starting with non-threatening, non-verbal roles like being a prop or a mime allows for gradual participation. These initial successes can lead to increased confidence and the eventual production of vocalizations. The structured nature of drama provides a safe space for experimented communication.

80. (C) Simultaneous Oral Spelling (SOS) where the student looks, traces a tactile surface, says letters, and writes from memory.
Simultaneous Oral Spelling is a highly effective strategy for teaching complex Hindi words to students with dyslexia. In this method, the student looks at the word, traces it on a tactile surface, says the letters aloud, and then writes it from memory. This multisensory approach reinforces the spelling through visual, auditory, and kinesthetic channels, helping build stronger memories.

81. (B) Ongoing observation, interactive oral quizzes, language games, and participation check-lists.
Formative assessment for a child with ADHD in a Hindi classroom should include ongoing observations, interactive oral quizzes, and language games. These techniques provide a more accurate picture of the student's skills than a single high-pressure exam. By using varied assessment methods, the teacher can track progress and adjust instruction without overwhelming the student's attention and executive functioning skills.

82. (D) Providing compensatory extra time (20 minutes per hour) and access to a scribe or computer typing tools.
According to the guidelines of the RPWD Act 2016, students with specific learning disabilities must be provided with compensatory extra time during examinations. They should also have access to a scribe or computer typing tools if needed. These accommodations ensure that the assessment measures the student's Hindi language knowledge rather than their physical ability to write quickly under pressure.

83. (C) I and III only
Fairly assessing the Hindi speaking skills of a non-verbal child involves using their AAC device. Valid methods include programming the device with relevant vocabulary and evaluating the child's ability to construct grammatically correct sentences on the screen for auditory playback. These strategies allow the student to demonstrate

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67. (A) Both A and R are true and R is the correct explanation of A
Children with semantic-pragmatic language disorders often find rote learning of synonyms and antonyms ineffective. They require contextualized instruction where words are used in concrete sentences and paired with real-life objects. This approach helps them understand the relational nature of vocabulary and how different words are used in varying contexts, which is essential for developing functional and meaningful language skills.

68. (C) Nibandh / Sansmaran (Essay / Memoirs)
Essays and memoirs are genres characterized by personal reflection and subjective viewpoints, making them ideal for encouraging self-expression in adolescents with physical disabilities. These forms of writing allow students to share their unique experiences and develop their sense of identity. By focusing on personal narrative, learners can explore their own voices and perspectives while practicing advanced composition and structural flexibility.

69. (A) Using sound effects, music for natural sounds, and tactile objects (dry leaves, soil, ice) to represent sensory metaphors.
For visually impaired students, sensory metaphors in Hindi poetry can be represented through tactile and auditory substitutes. Using sound effects, music, and physical objects like dry leaves or soil allows the child to experience the imagery through other senses. This multi-sensory approach ensures that they can appreciate the aesthetic beauty and descriptive power of the poem, even without visual access.

70. (D) A writing scaffold providing sentence starters and transition words (e.g., first, next, finally) to logically organize thoughts.
A paragraph frame is a writing scaffold that provides sentence starters and transition words to help students organize their thoughts logically. For a child with a learning disability, this tool reduces the cognitive load of structuring a whole paragraph from scratch. By providing a clear framework, the educator supports the student in producing more coherent and well-organized creative writing in Hindi.

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71. (B) Assign Sohan the role of Director or character, using an AAC speech-generating device he triggers with his eye-gaze switch.
Including a non-verbal student with cerebral palsy in a drama activity can be achieved by assigning them the role of a character or director. Using an eye-gaze speech-generating device allows the student to participate actively in the performance. This adaptation ensures that the learner is a central part of the group activity, promoting social inclusion and functional communication.

72. (C) Concrete Examples (Murta) → Pictorial Representation (Chitratmak) → Abstract Symbol (Amurta)
The most appropriate pedagogical sequence for teaching new Hindi concepts to children with special needs begins with concrete examples. This is followed by pictorial representations to help bridge the gap toward the final abstract symbol. This "concrete-to-abstract" approach aligns with how many diverse learners process information, ensuring that they build a solid foundation of understanding before dealing with rules.

73. (D) Using choral reading in unison with a group or paired reading with a partner, which significantly reduces stuttering.
For a child who stutters, choral reading in unison with the whole class or paired reading with a partner is a recommended classroom strategy. These methods significantly reduce the pressure on the individual student, which often leads to decreased stuttering. By participating in these group activities, the student can develop their Hindi oral reading skills in a supportive environment.

74. (A) Completing a visual story-map by pasting pictures of characters in sequence, adding one-word descriptions.
Creative writing can be adapted for students with moderate intellectual disabilities by using visual story maps. The task involves pasting pictures of characters in a sequence and adding simple, one-word descriptions in Hindi. This approach allows the student to engage in storytelling and composition without being overwhelmed by the high motor and cognitive demands of writing long, complex narrative prose.

41. (D) Assessing student baselines to identify individual needs and writing clear, differentiated learning objectives.
The most critical first step in developing a Hindi lesson plan for an inclusive classroom is assessing student baselines. Understanding each student's current level of knowledge and specific needs allows the educator to write clear, differentiated learning objectives. This foundational work ensures that subsequent instruction is tailored to support all learners effectively, regardless of their individual challenges or starting points.

42. (A) Prastavana (Introduction)
In Herbartian lesson planning, the "Prastavana" or introduction step is where the teacher activates students' prior knowledge. This stage is crucial for preparing the class to receive new Hindi concepts by connecting them to what they already know. By setting this foundation, the teacher makes new material more relatable and easier for students to integrate into their minds.

43. (D) I, II and III
A scientifically designed behavioral objective for a special education Hindi lesson must include three mandatory components. It needs to specify the target behavior, state the level of assistance or prompting required, and set a clear criterion for mastery. Including these elements ensures that the objective is measurable and provides a specific roadmap for both the teacher and the student.

44. (B) Breaking down writing into small, sequential steps like holding a pencil, tracing curves, and drawing lines.
Task analysis involves breaking down a complex skill into small, sequential steps that are easier for a student to master. To teach a child with an intellectual disability how to write their name in Hindi, a teacher would identify steps like holding the pencil and tracing curves. This systematic approach allows the learner to achieve success at each stage.

45. (A) Explore (Anveshan)
Within the 5E instructional model, the "Explore" stage is the most appropriate for addressing misconceptions about Hindi homophones. During this phase, students participate in collaborative group activities to investigate language patterns. This hands-on exploration allows learners to discover differences in meaning and usage between similar-sounding words, fostering a deeper understanding through active engagement and peer interaction in class.

46. (C) The student will write original sentences correctly using the instrumental (Karan) and dative (Sampradan) Karaks.
In the context of Bloom's Revised Taxonomy, the "Apply" level requires a student to use their knowledge in a new or practical situation. An objective at this level for a Hindi lesson on grammar would involve the student writing original sentences using specific case markers. This task demonstrates that the learner can move beyond identification to the functional application.

47. (B) I and III only
Station teaching is an effective co-teaching strategy where the class is divided into small groups that rotate through different learning areas. This approach allows teachers to provide targeted instruction in vocabulary, reading, and writing simultaneously. By systematically moving through each station, all students benefit from diverse pedagogical methods and smaller group sizes, which is particularly helpful in inclusive classrooms.

48. (C) Environmental modification and task transition scaffolding.
Placing a visual schedule on the desk of a child with autism is an example of an environmental modification and task transition scaffold. This adaptation helps the student understand the structure of the Hindi class and what to expect next. By reducing uncertainty, the visual aid decreases anxiety and supports the student in successfully navigating changes between various classroom activities.

49. (B) Visual association with photo flashcards, followed by simulated practice in the school using task analysis and prompting.
Teaching functional Hindi vocabulary for community safety to a student with an intellectual disability is best achieved through visual association and simulated practice. Using photo flashcards helps establish a clear link between the word and its real-world meaning. Following this with practical exercises in the school environment, supported by task analysis and prompting, ensures the student applies these skills.

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their expressive language competence without being penalized for their physical inability to speak.

84. (C) To identify learning difficulties, conceptual gaps, and language error patterns to plan targeted remediation.
The primary purpose of a diagnostic test in Hindi is to identify specific learning difficulties and conceptual gaps. By analyzing error patterns, educators can determine where a student is struggling and why. This information is critical for planning targeted remedial instruction that addresses the root causes of the child's difficulties, helping them to eventually overcome their academic challenges successfully.

85. (A) Directing the child to trace both letters on sandpaper, pairing tactile feedback with distinct articulatory and visual cues.
A student who confuses "Ba" and "Va" in Hindi writing requires a remedial strategy that combines tactile and articulatory cues. Tracing both letters on sandpaper while hearing and saying the distinct sounds helps differentiate them. This multisensory feedback reinforces the correct grapheme-phoneme mapping, making it easier for the child to recognize the subtle differences between these two similar characters.

86. (D) Providing a quiet testing environment, using an assistive FM system, and face-to-face seating for speech-reading cues.
For a child with a cochlear implant, an assessment of Hindi listening comprehension requires a quiet environment to minimize background noise. Using an assistive FM system can further improve the clarity of the audio signal. Additionally, face-to-face seating allows the student to use speech-reading cues, which are vital for supporting their auditory processing during the examination or lesson.

87. (B) II and IV only
A portfolio designed to track progress in Hindi writing should include a diverse collection of the student's work over time, such as drafts and self-assessments. Reflective journals where the student discusses their own learning goals are also essential. This comprehensive approach provides a more holistic view of the student's growth and development than a single test or simple perfection.

88. (C) Structural organization of ideas, functional vocabulary, and syntax, rather than mechanical penmanship aesthetics.
When assessing the writing of a student with dysgraphia, the rubric should prioritize structural organization of ideas and use of functional vocabulary. Mechanical penmanship aesthetics, such as handwriting neatness, should be given less weight. This shift ensures that the student is evaluated on their actual linguistic and cognitive abilities in Hindi, rather than their physical motor challenges during writing.

89. (D) NIMHANS SLD Assessment Battery
The NIMHANS SLD Assessment Battery is a commonly used screening tool in India for identifying children at risk for specific learning disabilities. It is designed to evaluate skills in reading and writing Hindi and other regional languages. This tool helps special educators detect early signs of dyslexia and dysgraphia, allowing for timely intervention and support within the school system.

90. (A) It requires minimal writing, making it accessible for motor deficits while measuring semantic and syntactic skills.
The cloze procedure is highly effective for assessing children with special needs because it requires minimal writing. This makes it accessible for students with motor deficits while still accurately measuring their semantic and syntactic skills in Hindi. By filling in missing words from a passage, learners demonstrate their understanding of context and grammatical structure without being overwhelmed by mechanical demands.

91. (A) I, II and IV only
The National Education Policy 2020 promotes a shift toward competency-based and holistic assessment. It encourages the use of 360-degree reports that include self, peer, and teacher evaluations. For inclusive Hindi classrooms, implementing flexible assessment patterns is crucial to accommodate diverse learning needs. These principles ensure that evaluation is a continuous and multidimensional process that supports every student with disability.

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92. (B) Reading fluency, decoding academic accuracy, and types of oral miscues like substitutions, omissions, and insertions.
A running record is used to evaluate a student's oral reading fluency and decoding accuracy in Hindi. It involves tracking the types of miscues the child makes, such as substitutions, omissions, or insertions of words. By analyzing these errors, a teacher can gain insights into the student's reading strategies and determine the appropriate level of instructional material for their progress.

93. (A) A tech-enabled space to listen to high-quality audio models, record speech, compare files, and get targeted correction.
A language laboratory provides a technology-enabled space where students can listen to high-quality audio models of Hindi speech. They can record their own vocalizations, compare them to models, and receive targeted correction from the teacher. This facility is particularly useful for remediating pronunciation errors, as it allows for intensive, individualized practice in a controlled and supportive auditory learning environment.

94. (A) Both A and R are true and R is the correct explanation of A
Curriculum-Based Measurement involves taking brief, frequent, and timed measures of a student's performance on classroom-related tasks. In Hindi reading, this might mean counting the correct words read per minute. This data is highly useful for tracking IEP goals because it provides a systematic way to monitor the effectiveness of interventions and make timely adjustments to the student's program.

95. (D) Rohan's errors stem from acoustic-auditory deficits; the teacher should face him directly, speak clearly with phonic cues, and use an FM system.
A student with Central Auditory Processing Disorder who makes phonetic spelling errors in Hindi dictation is struggling with acoustic-auditory deficits. To support this learner, the teacher should face the student directly to provide visual phonic cues and speak clearly. Using an FM system can also help the student better hear the teacher's voice over any background noise present.

96. (C) Free, compulsory education in neighborhood schools with necessary accommodations and support as per the RPWD Act.
Under Section 3 of the Right to Education Act, children with disabilities are entitled to free and compulsory education in a neighborhood school. This right is supported by the provisions of the RPWD Act, which mandates necessary accommodations and supports. This ensures that students have equal access to the same educational opportunities as their neurotypical peers within an inclusive school.

97. (B) An oral language assessment where students describe visual scenes in Hindi, helping non-readers and children with developmental delays.
Picture reading is an oral language assessment where students describe visual scenes in Hindi. This activity is particularly beneficial for non-readers and children with developmental delays, as it allows them to demonstrate their linguistic and descriptive skills without the barrier of written text. By interpreting images, learners can practice vocabulary and sentence construction in a more accessible and engaging format.

98. (D) An interactive drag-and-drop activity on an iPad, matching simple action videos with their corresponding Hindi verb labels.
An interactive drag-and-drop activity on an iPad is a low-barrier assessment for students with severe physical and learning disabilities. Matching action videos with Hindi verb labels allows the child to demonstrate their understanding without the need for complex writing or verbal recitation. This digital format provides immediate feedback and caters to the student's motor and cognitive strengths during the evaluation.

99. (D) A is false but R is true
While the assertion that all students should take the exact same test under identical conditions is false, the reason behind Universal Design for Assessment is true. The goal is to design flexible and accessible assessments that allow students to demonstrate knowledge. By removing sensory and physical barriers, UDA ensures that learners are not penalized for disabilities during language evaluations.

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100. (C) Whole to Part (sentences → words → syllables → letters)
The analytical method of teaching Hindi moves from the whole to the part. This means instruction starts with complete sentences, then moves to individual words, syllables, and finally to single letters. This approach helps students understand how language is structured in a meaningful context before they are introduced to smallest phonetic units, facilitating deep understanding of literacy processes.

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CHAPTER 08
Pedagogy of Teaching English

1. Which of the following linguistic principles of language teaching emphasizes that speech precedes writing in both the evolutionary development of language and the natural acquisition process of a child?
(A) Principle of habit formation
(B) Principle of vocabulary selection
(C) Principle of naturalness
(D) Principle of oral-aural approach

2. Macaulay's Minutes of 1835 played a key role in establishing the English language in India. What was its main educational objective?
(A) To revive vernacular languages through bilingual teachers
(B) To promote scientific research in ancient Sanskrit and Arabic texts
(C) To create a class of individuals Indian in blood and color, but English in taste, opinions, morals, and intellect
(D) To train special educators for the inclusive schooling of children with sensory impairments

3. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:
Assertion (A): In second language learning, children with Specific Learning Disability (SLD) in reading struggle to transition from phonological decoding to fluent sight-word recognition.
Reason (R): English orthography is highly deep and non-transparent, which increases the cognitive load during letter-sound mapping.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. When teaching English to a student with severe sensory-neural hearing impairment, which of the following instructional principles is most essential?
(A) Relying on natural acquisition through auditory immersion
(B) Replacing all reading activities with expressive drilling
(C) Focusing on oral pronunciation over sentence comprehension
(D) Prioritizing visual and manual communication modes

5. Consider the following statements regarding the selection and gradation of vocabulary in English language teaching:
I. Vocabulary selection should be based on frequency, range, coverage, and learnability.
II. Gradation involves sequencing words according to phonetic complexity, lexical complexity, and semantic familiarity.
III. Selection must exclude concrete nouns and focus solely on abstract vocabulary for primary learners.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

6. According to the National Curriculum Framework (NCF) 2005, what is the characterization of English in the multilingual Indian school curriculum?
(A) A modern Indian language for native communication
(B) The sole medium of instruction across all states
(C) A global language in a multilingual country
(D) A classical language for literary preservation

7. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:
Assertion (A): English continues to be used as the Associate Official Language of India as per the Official Languages Act of 1963.
Reason (R): The non-Hindi speaking states of India resisted the complete transition to Hindi as the sole official language of the Union.
(A) Both A and R are true and R is the correct

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explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. In modern English literature within the Indian context, authors like Amitav Ghosh and Arundhati Roy address themes that can help special education teachers build empathy and cultural sensitivity. Which of the following is the most effective way to use this literature in an inclusive classroom?
(A) Memorizing archaic vocabulary from pre-colonial literary texts to improve rote learning
(B) Restricting modern literary texts to students without any cognitive or sensory challenges
(C) Teaching complex stylistic devices through highly mechanical grammar-translation exercises
(D) Using adapted, simplified summaries to explore diverse human experiences

9. In the context of English language learning for neurodivergent students, consider the following statements:
I. English is primarily a skill-based subject involving listening, speaking, reading, and writing.
II. Learning English requires passive rote memorization of grammatical rules and definitions.
III. Phonemic awareness is the foundational sub-skill for decoding written English.
IV. Explicit instruction in morphological structures helps students with dyslexia decode complex English words.
Which of the statements given above are correct?
(A) I and II only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

10. Which of the following pairs is INCORRECTLY matched?
(A) Phoneme – The smallest individual unit of sound in a language
(B) Morpheme – The smallest structural unit of meaning in a language
(C) Pragmatics – The system of rules for spelling and punctuation
(D) Syntax – The system of rules governing complex sentence structure

11. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:
Assertion (A): Children with Autism Spectrum Disorder (ASD) often struggle with the pragmatic aspect of English language learning.
Reason (R): Pragmatics involves the social use of language and understanding non-literal meanings, which are typically areas of core deficit in ASD.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. Stephen Krashen's Input Hypothesis suggests that language acquisition occurs when learners receive "comprehensible input" (i+1). What is the primary implication of this hypothesis for students with Intellectual Disabilities in English classrooms?
(A) Adapting language input to a level slightly above their current comprehension stage
(B) Exposing them exclusively to complex, unsimplified English texts to accelerate cognitive growth
(C) Teaching language through intensive, mechanical rote drilling of advanced grammatical rules
(D) Excluding them entirely from English instruction because natural acquisition is not possible

13. Consider the following developmental and historical milestones in English Language Teaching (ELT) in India:
I. The Wood's Despatch of 1854 recommended English as the medium of instruction for higher education.
II. The Radhakrishnan Commission (1948-49) recommended the immediate and complete ban of English from all universities.
III. The Kothari Commission (1964-66) proposed the Three-Language Formula.
IV. National Policy on Education (NPE) 1986 emphasized the development of English as a link language.
V. NEP 2020 states that wherever possible, the medium of instruction until at least Grade 5 should be the mother tongue/local language, while English is taught as a subject.
Which of the statements given above are correct?

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differentiated English lesson for an inclusive primary class:

I. Identify the diverse learning profiles, language needs, and accommodation requirements of students.
II. Formulate clear learning objectives for the general class and specify individual IEP alignments.
III. Select and adapt instructional materials, such as tactile graphics, simplified texts, and digital tools.
IV. Design differentiated activities and flexible assessment strategies (UDL-aligned).
V. Deliver the lesson and conduct formative assessment to evaluate the efficacy of accommodations.

(A) I, II, III, IV, V
(B) II, I, IV, III, V
(C) I, III, II, IV, V
(D) III, I, II, IV, V

29. Which of the following pairs is INCORRECTLY matched regarding English lesson planning and accommodations for Children with Special Needs (CWSN)?
(A) Dyslexia – Providing colored overlays and audiobooks for reading tasks
(B) Visual Impairment – Using flashcards with small, standard-size black print
(C) ADHD – Planning frequent short breaks and providing a visual checklist of tasks
(D) Fine Motor Delay – Allowing speech-to-text software for writing essays

30. A teacher is planning an English lesson on "Descriptive Writing" for a class that includes a student with Dysgraphia. Which of the following planned adaptations is the best example of a curriculum accommodation?
(A) Reducing the cognitive level of the task by asking the student to write only single letters
(B) Allowing the student to use a speech-to-text app or record their descriptive paragraphs orally
(C) Excusing the student from the writing assignment entirely and giving them free play time
(D) Requiring the student to rewrite the descriptive passage five times to improve hand control

31. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:

Assertion (A): Differentiated assessment in English speaking tests is necessary for students who stutter or have fluency disorders.
Reason (R): Standard timed oral presentations can increase anxiety, which exacerbates student stuttering and fails to measure the child's true linguistic and communicative competence.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. Differentiating instruction in an inclusive English classroom involves modifying Content, Process, Product, or Learning Environment. Which of the following represents a differentiation of the "Product"?
(A) Providing a structured graphic organizer to guide the step-by-step reading of a selected story
(B) Sitting a student with ADHD close to the teacher's desk to minimize environmental distractions
(C) Allowing a student to create a physical diorama instead of writing an essay
(D) Pre-teaching key vocabulary terms to a small group of struggling readers before starting the main lesson

33. In planning English language instruction for a child with a Moderate Intellectual Disability, what is the main difference between an "accommodation" and a "modification"?
(A) Accommodations change the fundamental academic content, while modifications change only classroom learning styles.
(B) Accommodations require changes to the physical school environment, while modifications alter standard grading policies.
(C) Accommodations are reserved exclusively for physical deficits, while modifications are applied to behavioral challenges.
(D) Accommodations change accessibility, while modifications alter the conceptual learning level.

34. Which of the following is a mandated accommodation for students with benchmark disabilities during formal school examinations (such as English language boards)?
(A) Automatic passing marks without actually sitting for any written examinations

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choices
(D) Hindi, English, and a recognized classical language

22. Which of the following is NOT an evolutionary milestone in English language education in India?
(A) The Charter Act of 1813, which allocated specific funds to promote both indigenous and Western system of education
(B) The Wood's Despatch of 1854, which is historically referred to as the Magna Carta of English Education in India
(C) The Wardha Scheme of Basic Education (1937), which made English a compulsory primary subject
(D) The Official Languages Act of 1963, which formally permitted the continued use of English for all official purposes

23. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:
Assertion (A): In an inclusive English classroom, teaching literature must focus on the exploration of universal themes rather than the mechanical analysis of archaic sentence structures.
Reason (R): Analyzing archaic structures presents an unnecessary cognitive barrier for students with specific learning disabilities and language delays.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

24. For a student with deaf-blindness, which of the following provides the most appropriate channel for receptive English language learning?
(A) Spoken English through high-powered bone conduction hearing systems
(B) High-contrast printed literature books using simplified syntax
(C) Closed-captioned educational videos with high-definition audio tracks
(D) Tactile sign language or the manual Tadoma method

25. A Class 7 teacher is teaching an English poem that contains idioms and metaphors like "heart of gold" and "crying wolf." Rohit, a student with Autism Spectrum Disorder (ASD), interprets these phrases literally and becomes confused. Which of the following instructional interventions is most appropriate for the teacher to support Rohit?
(A) Advise Rohit to skip the poetry lesson entirely and read a simplified prose story instead
(B) Use explicit instruction with visual supports to explain the figurative meanings
(C) Have Rohit memorize a list of definitions of the idioms without explaining their actual usage
(D) Instruct Rohit's peers and teachers to completely avoid using any figurative language in his presence

26. In the Universal Design for Learning (UDL) framework, which of the following is an example of providing "Multiple Means of Representation" in an English reading lesson plan?
(A) Allowing students to write a story response, record an audio file, or draw a detailed comic strip
(B) Implementing a systematic token economy reinforcement system to reward on-task reading behaviors
(C) Providing a text-to-speech option, key vocabulary graphics, and video summaries
(D) Grouping students strictly by their measured reading levels to complete independent language work

27. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:
Assertion (A): When drafting an Individualized Education Program (IEP) for a student with Dysgraphia, the English teacher should plan for accommodations in the writing product rather than modifying the intellectual content of the writing tasks.
Reason (R): Dysgraphia is a specific learning disability affecting motor transcription skills, not the student's underlying cognitive capacity or linguistic expression.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. Arrange the following steps in the correct chronological sequence when planning a

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41. In planning the use of a Resource Room for a student with Specific Learning Disability (SLD) in written expression, consider the following statements:

I. Direct, intensive instruction on spelling rules, sentence combining, and graphic organizers.

II. Complete isolation of the student from the general English classroom for all language learning.

III. Collaboration between the resource teacher and general English teacher to reinforce classroom writing goals.

Which of the statements given above are correct?

(A) I and II only

(B) I and III only

(C) II and III only

(D) I, II, and III

42. Under standard inclusive education provisions in India, children with severe disabilities have the right to choose:

(A) Complete and permanent exemption from learning English or any other second language in school

(B) Immediate placement in vocational employment without completing compulsory elementary education

(C) Home-based schooling or a neighborhood inclusive school with necessary support services

(D) Specialized instruction restricted to private special schools with zero integration with peers

43. Which of the following is NOT a standard component of an Individualized Education Program (IEP) for a student with a learning disability in English reading?

(A) A detailed statement of the child's current level of educational performance

(B) Measurable annual academic goals and short-term instructional learning objectives

(C) A statement of specific special education services and related aids to be provided

(D) A guarantee of permanent exemption from all standard board exams

44. A 16-year-old student with Cerebral Palsy who uses an AAC device is transitioning from secondary school to vocational training. Which English language communication goal should be prioritized in their transition plan?

(A) Developing functional email and interview skills using their AAC device

(B) Memorizing classical Shakespearean sonnets for formal oral recitation assessments

(C) Analyzing the historical evolutionary development of middle English sentence syntax

(D) Writing long, complex handwritten research essays under highly structured timed conditions

45. Consider the following activities when planning an English lesson incorporating multisensory strategies:

I. Writing spelling words in sand or on textured sandpaper (tactile).

II. Sky-writing spelling words using large arm movements (kinesthetic).

III. Listening to the pronunciation of words while looking at matching word cards (auditory-visual).

IV. Silently reading a list of words from a black-and-white projector screen for 30 minutes (visual only).

Which of the above statements are correct?

(A) I and II only

(B) I, II, and III only

(C) III and IV only

(D) I, II, III, and IV

46. Self-determination and self-advocacy skills can be integrated into secondary English lessons by:

(A) Assigning passive reading comprehension worksheets about famous historical self-advocacy figures

(B) Teaching students to write accommodation requests and speak about their learning needs

(C) Having the classroom teacher make all decisions about personal learning targets without student input

(D) Focusing exclusively on highly structured, silent grammar drills with no communication opportunities

47. A teacher has a student with Selective Mutism in their Class 6 English language class. Which of the following is the most appropriate planning strategy to assess this student's English speaking skills?

(A) Allowing the child to submit an audio recording of their speech recorded in a comfortable environment

(B) Forcing the student to stand on stage and deliver a speech in front of the entire assembly to overcome anxiety

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(B) Complete exemption from studying all reading and writing-based academic subjects
(C) Provision of extra time and access to a scribe or reader
(D) Replacing all standardized written exams with oral interviews conducted at their home

35. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:
Assertion (A): Task analysis is an essential planning strategy for teaching functional English literacy skills to children with moderate intellectual disabilities.
Reason (R): Breaking down complex skills (like writing a personal email) into small, sequential steps allows learners to master each step through systematic reinforcement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which of the following is the correct order of steps when performing a task analysis to teach a child to look up a word in a physical English dictionary?
I. Turn to the section of the dictionary starting with that first letter.
II. Identify the first letter of the target word.
III. Find the specific word on the page by looking at the guide words at the top.
IV. Open the dictionary.
V. Read the definition of the word.
(A) II, IV, I, III, V
(B) IV, II, I, III, V
(C) II, I, IV, III, V
(D) IV, I, II, III, V

37. When planning a vocabulary lesson for a student with congenital blindness, which of the following instructional activities is the most appropriate?
(A) Providing real objects or tactile models with detailed verbal descriptions
(B) Asking the student to look closely at high-definition pictures on the classroom smartboard
(C) Having the student copy vocabulary words directly from the standard whiteboard into their notebook
(D) Showing a silent, non-narrated video demonstration of how the various target objects are used

38. A child with an Auditory Processing Disorder (APD) struggles in an English class where the teacher relies primarily on oral dictation and lectures. What is the most likely cause-effect relationship in this scenario?
(A) The child's internal lack of academic motivation causes them to actively ignore the spoken lectures.
(B) The child's developmental lack of cognitive capacity makes it impossible to acquire core vocabulary.
(C) Rapid verbal input without visual support causes cognitive overload and poor retention.
(D) The ambient acoustic noise level in the classroom causes physical discomfort and extreme sensory migraines.

39. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:
Assertion (A): Co-planning between a general English teacher and a special educator is essential for the successful implementation of inclusive language education.
Reason (R): Co-planning allows the special educator to design individual modifications while the general education teacher ensures alignment with the grade-level academic standards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. When planning an English lesson for a class that includes a student with ADHD, which of the following lesson structures is most effective?
(A) A single, highly rigid and uninterrupted 40-minute silent reading block with no teacher interactions
(B) An unstructured, student-led group debate and discussion with no set time boundaries or visual cues
(C) A continuous, teacher-directed lecture presentation followed immediately by a long, multi-page written worksheet
(D) Short, structured activity segments alternating between active and quiet tasks with clear transitions

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(A) I, II, and III only
(B) I, III, IV, and V only
(C) II, III, and IV only
(D) I, II, III, IV, and V

14. Which of the following is NOT a core principle of language teaching as established by Harold Palmer?
(A) Automatic habit-forming in communication
(B) Rote translation of abstract literature
(C) Developing student interest in language
(D) Ensuring grammatical accuracy in speech

15. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:
Assertion (A): In teaching English to children with expressive language disorders, the teacher should focus first on fluency and functional communication before insisting on perfect grammatical accuracy.
Reason (R): Excessive correction of speech errors increases the child's affective filter, leading to communication anxiety and avoidance behaviors.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. Which of the following statements is correct regarding modern recommendations for English education in a multilingual curriculum?
(A) English should be taught in isolation, separate from other school subjects.
(B) Native-like British accent must be the target pronunciation benchmark for all Indian children.
(C) English teaching should complement and enrich the child's multilingual repertoire.
(D) Grammar should be taught inductively through isolated worksheets and lists of rules.

17. The Critical Period Hypothesis (CPH) proposed by Eric Lenneberg suggests that:
(A) Language acquisition is highly successful at any stage of life without any age-related cognitive limitations
(B) Children with intellectual disabilities cannot learn any second language after they reach the age of three
(C) Reading instruction in a second language should only begin once a child has reached early adolescence
(D) There is a biologically determined window of time for native language acquisition

18. A child who can repeat long sentences in English with correct pronunciation but cannot answer simple wh-questions during a conversation is demonstrating a deficit in which area of language?
(A) Phonological processing and sound awareness
(B) Morphological syntax and grammar systems
(C) Pragmatics and language comprehension
(D) Orthographic decoding and spelling skills

19. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R). Choose the correct option:
Assertion (A): Multi-sensory instruction is highly beneficial for children with dyslexia when learning to spell English words.
Reason (R): Synchronizing visual, auditory, tactile, and kinesthetic pathways strengthens memory traces for irregular grapheme-phoneme correspondences in English.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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20. Which of the following statements is correct regarding the evolutionary transition of the English language curriculum in India?
(A) It has shifted from general communicative competence back to a rigid structural and grammatical syllabus.
(B) It has completely banned the use of any bilingual or mother-tongue support in the modern classroom.
(C) It has replaced almost all reading and writing tasks with informal oral storytelling activities.
(D) It has moved from literary appreciation to a functional, communicative focus.

21. The Kothari Commission (1964-66) recommended the Three-Language Formula. Which of the following is the correct structure of this formula for non-Hindi speaking states?
(A) The regional language, Hindi, and English
(B) Hindi, Sanskrit, and English as core subjects
(C) English, French, and German as optional

(C) Awarding automatic zero marks for all verbal speaking components and focusing exclusively on written tasks
(D) Excluding all speaking assessments from the student's final report card grade without any alternative measures

48. When planning a functional sight-word vocabulary list for a primary student with Down Syndrome, which of the following word sets is most appropriate to prioritize?
(A) Classical pre-colonial literary vocabulary (e.g., thy, quoth, art)
(B) Abstract and technical scientific terminology (e.g., photosynthesis, metamorphosis)
(C) High-frequency daily safety words (e.g., STOP, EXIT, TOILET)
(D) Multi-syllabic, low-frequency academic words (e.g., procrastinate, magnanimous)

49. In designing an accommodated English curriculum aligned with Universal Design for Learning (UDL) guidelines, consider the following statements:
I. Provide text in digital formats that allow adjustments to font size, contrast, and spacing.
II. Allow speech-to-text or typing as alternatives to handwriting.
III. Embed vocabulary definitions and background knowledge activation links within digital reading texts.
IV. Supply graphic organizers to support structural organization in writing tasks.
V. Keep all reading assessments in a single, rigid, timed paper-and-pencil format.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, III, and IV only
(C) II, III, IV, and V only
(D) I, II, III, IV, and V

50. A Grade 4 English teacher is planning a reading comprehension lesson on a narrative story. The class includes Maya, a student with a Specific Learning Disability in reading (Dyslexia), who reads significantly below grade level. Which of the following lesson plans is the most appropriate to ensure Maya's meaningful participation?
(A) Instructing her to read the standard grade-level text silently and complete the questions under strict timed conditions
(B) Excusing her from the reading lesson entirely and giving her an unrelated coloring activity in the back of the room
(C) Providing an audio recording of the text to follow along with, plus a graphic organizer
(D) Asking her to stand up and read the entire story aloud to the class to provide direct oral practice under pressure

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51. The Grammar-Translation Method of teaching English prioritizes which of the following language skills?
(A) Listening and Speaking
(B) Reading and Writing
(C) Conversational Fluency and Pronunciation
(D) Interactive Communication and Social Pragmatics

52. The Direct Method of teaching English prohibits the use of the student's mother tongue. Why does this method present significant challenges for children with moderate intellectual or developmental delays?
(A) It encourages completely natural communication styles while reducing any social speaking anxiety.
(B) It prioritizes multi-sensory visual graphics over direct spoken and auditory classroom instructions.
(C) It uses a translation-based structural approach that is too simple and lacks adequate cognitive challenge.
(D) It requires rapid mental associations in English without first-language scaffolding.

53. The Bilingual Method of teaching English, developed by C.J. Dodson, differs from the Grammar-Translation Method in which of the following ways?
(A) Only the teacher uses the mother tongue briefly to clarify difficult words, while students practice in English.
(B) Both the teacher and the students use the first language continuously and interchangeably throughout the class period.
(C) The method completely bans the use of English during grammar explanation phases, relying on total translation.
(D) The method does not incorporate any conversational spoken English practice or structured oral drilling activities.

54. In Communicative Language Teaching (CLT), the primary goal is to develop "communicative competence." For a student with Autism Spectrum Disorder (ASD), which of the

paragraphs

81. To ensure accessibility in an English literature class, educational materials designed for students with special needs must satisfy which of the following criteria?
(A) All literature books must be stored securely on high classroom shelves where only certified teachers can access them.
(B) Traditional academic literature books should be completely replaced with general sensory play toys and basic materials.
(C) Only simplified children's picture books and fairy tales should be kept for special needs students in the school library.
(D) English literature texts must be available in alternative, accessible formats simultaneously with standard texts.

82. A non-verbal Class 4 student with athetoid Cerebral Palsy wants to participate in an English sentence construction activity. Which of the following instructional materials is most appropriate for this student?
(A) A standard, unadapted notebook and a thin, hard-grip pencil provided to typically developing students in class
(B) A blank sheet of unlined paper accompanied by explicit teacher instructions to write out sentences in fine cursive
(C) An AAC board with pictograms and words mounted on a slant board, accessed via a pointer or fist
(D) A standard, small-key digital keyboard with no protective keyguard, stabilization, or software typing adaptations

83. When designing adapted worksheets for an English reading comprehension task for a student with a Specific Learning Disability in reading (dyslexia), which of the following formatting designs is most effective?
(A) Multi-column, tightly-packed pages with highly decorative, small serif fonts and narrow line spacing options
(B) Single-column pages with clear headings, 1.5 spacing, sans-serif font, and visual borders
(C) Worksheet pages containing very long, dense paragraphs with no visual paragraph breaks or supporting graphic icons
(D) Poorly printed black-and-white sheets featuring blurry, photocopy-degraded text that is difficult for anyone to read

84. What is the impact of using a screen reader (such as JAWS) on the English vocabulary acquisition of a student with congenital blindness?
(A) It prevents natural vocabulary acquisition because the student cannot view the physical, printed letter sequences.
(B) It slowly causes the student to lose their active speaking skills because of a constant reliance on synthetic voices.
(C) It strictly limits their reading comprehension to basic phonics sounds with no access to deeper semantic contexts.
(D) It allows independent access to literature, significantly expanding vocabulary and comprehension.

85. A secondary school English teacher is introducing a Shakespearean play to a class that includes a student who is completely blind and uses Braille, and a student with a mild intellectual disability who reads at a primary level. Which of the following sets of instructional materials is most appropriate to ensure both students can access the lesson?
(A) Braille play for the blind student, and simplified graphic novel with high-frequency words for the other student
(B) Providing a standard printed textbook for the entire class, and instructing both students to sit quietly and listen to peers read aloud
(C) Using a translated version of the play in the local regional language, and making both students memorize the translations word-for-word
(D) Excusing both students from the Shakespeare lesson completely and sending them to the school playground with a teaching assistant

86. When using educational videos in an English language lesson, which of the following is an essential material adaptation for a student who is Hard of Hearing (HoH)?
(A) Increasing the physical volume of the television to the maximum, highest decibel level
(B) Having the student sit at the back of the classroom to avoid any visual glare from screens
(C) Providing synchronized closed captions and a printed transcript
(D) Playing the educational video in fast-forward mode to save valuable classroom lesson time

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following traits but struggles with implicit social learning?
(A) Purely implicit, unstructured immersion in random social conversation and peer speaking groups
(B) Explicit, systematic instruction where rules are clearly defined and visually mapped
(C) Teaching grammar through highly abstract, dramatic play sessions with no structured language rules
(D) Ignoring grammatical instruction entirely and focusing only on learning physical sign language symbols

62. Which of the following statements is correct regarding the Phonics Approach versus the Whole Language Approach in teaching English reading?
(A) Phonics is a top-down method starting with whole texts, while Whole Language starts with individual phonemes.
(B) Phonics focuses on letter-sound relationships, while Whole Language focuses on meaning in context.
(C) Both approaches completely and strictly reject the use of any visual aids, illustrations, or pictures in books.
(D) The Whole Language Approach is recommended as the sole intervention method for severe phonological disorders.

63. Caleb Gattegno's "The Silent Way" is a method of language teaching where the teacher remains as silent as possible, prompting students to take responsibility for their own learning. Why is this method highly challenging for students with moderate Intellectual Disabilities?
(A) It requires independent cognitive hypothesis testing and decoding of color-coded charts without verbal guidance.
(B) It provides too much direct verbal instruction, explicit grammar explanations, and continuous drill-and-practice.
(C) It focuses far too heavily on physical movement, kinesthetic tasks, and direct motor imitation in the classroom.
(D) It relies almost entirely on translating complex English sentences directly into the student's mother tongue.

64. Georgi Lozanov developed "Suggestopedia," a method that uses classical music, comfortable environments, and positive suggestion to lower students' affective barriers. This method can be adapted in special education to:
(A) Increase academic performance pressure and force highly intense, rapid memorization of English vocabulary words.
(B) Teach highly complex grammatical and syntactic structures to profoundly deaf students using only ambient audio cues.
(C) Create a low-anxiety, sensory-regulated environment to help students practice speaking safely.
(D) Replace all professional speech-language therapy sessions with completely passive, silent music listening hours.

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65. The Lexical Approach to English teaching, popularized by Michael Lewis, suggests that language consists of "chunked" lexical items rather than isolated grammatical structures and vocabulary words. How does teaching "lexical chunks" (e.g., How are you?, Thank you, Excuse me) benefit students with intellectual or communication challenges?
(A) It significantly increases overall cognitive load by forcing them to analyze the grammar of every word in the chunk.
(B) It focuses heavily on historical word origins and etymology, which directly aids in structural cognitive mapping.
(C) It requires advanced handwriting and transcription skills, which eventually improves physical manual dexterity.
(D) It allows immediate use of social communication as whole units without mastering complex syntactic rules.

66. Why does Task-Based Language Teaching (TBLT) enhance the pragmatic language development of students with mild learning and behavioral difficulties?
(A) It focuses entirely on individual, highly isolated silent reading tasks completed within a structured workspace cubicle.
(B) It eliminates all forms of oral communication and focuses strictly on copying abstract grammar rules from textbooks.
(C) It involves students in goal-directed tasks that require active verbal negotiation and social interaction.
(D) It enforces highly rigid classroom disciplinary rules that immediately penalize any verbal communication errors.

(C) They should be used without any printed text or visual illustrations, relying solely on physical vibration cues.
(D) They should completely and permanently replace the presence of the physical English teacher in the classroom.

94. A Class 5 teacher is creating printed reading worksheets for a student with low vision. Which of the following font styles, sizes, and layout options is most appropriate?
(A) Times New Roman, 10pt size, single spacing, with text wrapped around complex colorful illustrations
(B) Arial or Calibri, 18pt size, double spacing, with high-contrast text and clean, simple layout
(C) Courier New, 8pt size, single spacing, printed with light grey letters on a dark grey background
(D) Brush Script, 24pt size, 1.5 spacing, printed with metallic ink on glossy holographic paper

95. To ensure accessibility in digital English textbooks designed for inclusive classrooms, consider the following statements:
I. Alternative text (Alt-text) descriptions for all images and illustrations.
II. Video content with synchronized captions and audio descriptions.
III. Keyboard navigability for students who cannot use a mouse.
IV. Resizable text without loss of content or formatting.
V. A rigid layout that prevents any user adjustments to protect the publisher's copyright.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, III, and IV only
(C) II, III, IV, and V only
(D) I, II, III, IV, and V

96. What is the pedagogical function of "word prediction software" (such as Co:Writer) as an instructional material adaptation for a student with developmental coordination disorder (dyspraxia) during English essay writing?
(A) It automatically writes and formats the entire essay for the student based solely on a simple title prompt.
(B) It speaks all typed words aloud in a natural voice to help the student check their pronunciation in real time.
(C) It suggests words based on initial letters typed, reducing keystrokes and physical fatigue.
(D) It locks the digital keyboard completely so the student is forced to write using a physical standard pen.

97. Which of the following pairs is INCORRECTLY matched regarding the type of Teaching-Learning Material (TLM) and its target sensory/cognitive pathway in English learning?
(A) sandpaper letters – Tactile spelling reinforcement
(B) pocket chart with word cards – Visual structure and syntax manipulation
(C) concrete objects (realia) – Semantic concept association
(D) audio CD player – Kinesthetic and fine motor coordination

98. DAISY (Digital Accessible Information System) is a global standard for which of the following instructional materials?
(A) Tactile wooden puzzles and blocks designed for teaching uppercase English letters
(B) High-definition visual projection screens with zero audio or captioning capabilities
(C) Digital talking books combining audio and text for print-disabled readers
(D) Standard, mass-produced printed workbooks for learning traditional cursive writing

99. A primary school English teacher is planning a poetry recitation activity. How can the teacher adapt the instructional materials to support a student who is completely blind and has tactile defensiveness?
(A) Provide the poem on a standard printed sheet and force the child to read it using a high-power hand magnifier.
(B) Provide an accessible audio recording of the poem to allow auditory-verbal preparation.
(C) Exclude the student from the poetry activity entirely and send them to the resource room to work on physical therapy.
(D) Instruct the student to memorize the poem by listening carefully to peer recitations during school recess times only.

100. Which of the following digital tools is LEAST useful for a student with developmental dyspraxia who struggles with the fine motor control required for written English assignments?

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specific advantage for a specific disability category?
(A) Audio-Lingual Method – Highly effective for students with auditory processing deficits due to intense verbal drillings
(B) Grammar-Translation Method – Excellent for developing immediate conversational fluency in children with elective mutism
(C) Total Physical Response – Excellent for non-verbal children as it links physical movement to vocabulary
(D) The Silent Way – Highly reinforcing for children with hyperactive ADHD who require continuous external verbal stimulation

75. Consider the following statements regarding Communicative Language Teaching (CLT) adaptations in inclusive settings:
I. Information gap activities must be designed with visual cards or tangible objects for students with communication disorders.
II. Authentic materials (like menus or signs) should be used to teach functional English.
III. Fluency should be prioritized over absolute grammatical accuracy in early stages.
IV. The teacher must correct every single grammatical error immediately to prevent bad habits in students with intellectual disabilities.
Which of the statements given above are correct?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) I, II, III, and IV

76. Assistive Technology (AT) in the context of English language learning for a student with severe physical disabilities (such as quadriplegic Cerebral Palsy) is best defined as:
(A) Any item or system used to improve the functional communication of a student with a disability
(B) A simplified, non-academic curriculum that significantly reduces the general learning standards of the school
(C) An automated grading and assessment software used exclusively by teachers to evaluate standard written homework
(D) A standard, printed physical textbook and notebook set provided to all general students with no modifications

77. Unified English Braille (UEB) is a standard code used by students with visual impairments. Which of the following statements is correct regarding UEB?
(A) It represents a completely new language structure that has entirely different grammatical rules than standard English.
(B) It is a system of raised dots representing letters and characters, allowing blind students to read and write.
(C) It is an electronic code that can only be read using active screen readers and cannot be embossed on physical paper.
(D) It is used exclusively for advanced scientific, medical, and technical English and is not suitable for general school books.

78. In an English reading class, which of the following represents a "low-tech" instructional material adaptation for a student with low vision?
(A) A high-speed digital braille display connected to an iPad
(B) A handheld plastic magnifying glass and a physical page-turner
(C) A sophisticated eye-gaze computer system with text-to-speech software
(D) An online interactive digital reading platform with adaptive AI avatars

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79. Which of the following pairs is CORRECTLY matched regarding assistive technology and its English language function?
(A) Screen Reader – Converts digital screen text into synthetic speech for blind learners
(B) Speech-to-Text Software – Converts physical braille letters into standard-size printed text for teachers
(C) Graphic Organizer Software – Automatically corrects motor coordination and physical handwriting errors in real time
(D) FM System – Converts sign language gestures directly into printed English words on screens for deaf-blind learners

80. Which of the following modifications in an English textbook is NOT appropriate for a student with low vision?
(A) Increasing the font size to 18pt or larger with clear, sans-serif fonts (like Arial)
(B) Enhancing the contrast between the text and the background page (e.g., black text on a high-quality matte yellow paper)
(C) Printing the text on highly glossy, reflective paper to increase brightness and shine
(D) Providing simplified, uncluttered page layouts with ample white space around

67. Which of the following is NOT an appropriate adaptation of the Communicative Approach for a student with an expressive language impairment?
(A) Allowing the use of a speech-generating device or communication board during conversation activities
(B) Insisting on complete, grammatically perfect sentences during rapid-fire oral drills
(C) Pre-teaching key vocabulary terms and providing structured visual dialogue templates
(D) Using trained peer partners who are taught to wait patiently for the student's response

68. The "Eclectic Approach" to teaching English in an inclusive classroom is best defined as:
(A) Utilizing only one rigid, standardized teaching method for all students regardless of their individual learning needs.
(B) Rejecting all established pedagogical methods and letting students discover language structures with absolutely no guidance.
(C) Teaching English lessons entirely through automated digital translation software with no active human teacher instruction.
(D) Choosing and combining features of various teaching methods to suit diverse student profiles.

69. In a structural English language lesson, the teacher uses "chaining" and "prompting" to teach a child to say, "May I come in, please?" This pedagogical technique is derived from which theoretical model?
(A) Behaviorism (Skinner)
(B) Cognitive Constructivism (Piaget)
(C) Social Constructivism (Vygotsky)
(D) Humanistic Psychology (Rogers)

70. An English language teacher wants to teach the concept of spatial prepositions (in, on, under, behind) to a primary class that includes three children with ADHD and two children with mild intellectual disabilities. Which of the following lesson delivery strategies is most appropriate and inclusive?
(A) Writing grammatical definitions of prepositions on the board and asking the students to copy them silently
(B) Giving the students a long multiple-choice worksheet on spatial prepositions to complete independently in class
(C) Having students perform physical movements with objects (TPR) paired with verbal and visual cues
(D) Asking the students to read a dry grammar textbook chapter on prepositions at home with zero classroom support

71. Consider the following instructional elements of the Audio-Lingual Method (ALM):
I. Repetitive drilling of sentence patterns to form linguistic habits.
II. Emphasis on grammatical explanations and translation of text.
III. Use of dialogues as the primary means of presenting language structures.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

72. The Language Experience Approach (LEA) is a highly effective reading instruction method for children with developmental delays because:
(A) It uses commercially published, highly abstract reading books that contain completely unfamiliar cultural contexts.
(B) It focuses exclusively on mechanical phonics drills and letter patterns without any consideration of sentence meaning.
(C) It strictly bans the use of any informal oral storytelling, classroom discussions, or verbal sharing before reading.
(D) It uses the student's own spoken words and personal experiences to create highly meaningful reading materials.

73. In the structural approach to teaching English, "structures" are selected based on their "productivity." This means:
(A) How easily and accurately the structure can be translated into various other foreign languages
(B) How many other sentences can be built using that same structural pattern
(C) The physical speed and accuracy with which a child can write the sentence structure in cursive hand
(D) The historical age and evolutionary longevity of the specific sentence pattern in English literature

74. Which of the following pairs is CORRECTLY matched regarding teaching methods and their

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87. Text-to-Speech (TTS) software is classified as a "cognitive bypass tool" for students with severe dyslexia. This means:
(A) It bypasses decoding deficits, letting students access text meaning through auditory processing.
(B) It permanently cures the underlying neurological cause and phonological processing deficits of dyslexia.
(C) It completely bypasses the need for the student to listen attentively to the teacher during live lectures.
(D) It acts as an automatic mechanical device that physically turns the pages of a standard printed textbook.

88. Which of the following instructional materials is CONTRAINDICATED for a student with Autism Spectrum Disorder (ASD) who experiences severe auditory sensory overload?
(A) An English reading book with high-contrast print and clear visual schedules
(B) A quiet, individual computer station with noise-canceling headphones playing a single voice narrative
(C) A tactile book with textured surfaces and printed text
(D) A high-volume, multi-track audio CD of sound effects played in a small room without headphones

89. In selecting books for an adolescent student with a learning disability who reads significantly below grade level, which type of material is most appropriate?
(A) Standard primary-grade picture books designed for toddlers, containing very simple baby-themed stories
(B) Hi-Lo books featuring age-appropriate, mature themes with simplified vocabulary
(C) Highly advanced classical literature texts presented with absolutely no adaptations or structural supports
(D) Books written entirely in abstract, non-verbal symbolic notation systems with no actual English words

90. Graphic organizers (such as story maps, Venn diagrams, and character webs) are highly effective instructional materials for teaching English composition to students with ADHD because:
(A) They require the hyperactive student to sit completely silently without any active writing or critical thought.
(B) They completely replace the instructional need for the student to write actual sentences or cohesive paragraphs.
(C) They provide an external visual structure that helps organize thoughts and plan writing.
(D) They function as simple, colorful drawings that keep the student entertained without placing any academic demands.

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91. Consider the following design guidelines when designing tactile graphics and books for English literature lessons for students with total blindness:
I. Tactile elements must be clearly distinguished by texture, height, and shape.
II. Braille labels must be placed directly adjacent to the tactile features they describe without overlapping.
III. Pages must be cluttered with as many details and textures as possible to maximize sensory input.
IV. Materials must be durable enough to withstand continuous finger scanning without tearing or losing shape.
Which of the statements given above are correct?
(A) I and II only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

92. Which of the following standardized Indian test batteries is commonly used by special educators in India to assess a child's specific deficits in English language, spelling, reading, and writing skills to plan remedial instructional materials?
(A) Diagnostic Test of Learning Disability (DTLD)
(B) Wechsler Adult Intelligence Scale (WAIS)
(C) Vineland Social Maturity Scale (VSMS)
(D) Indian Scale for Assessment of Autism (ISAA)

93. Which of the following statements is correct regarding the use of interactive digital storybooks for deaf and hard-of-hearing (DHH) learners in primary English classes?
(A) They are entirely useless and ineffective because deaf children cannot hear any of the digital sound effects.
(B) They are effective when integrating visual illustrations, text, and sign language video clips.

following adaptations is most needed during CLT activities?
(A) Forcing the student to work in large, highly unstructured peer groups with no visual aids
(B) Eliminating all communicative tasks and focusing solely on completing silent worksheets
(C) Providing clear, structured scripts, visual prompt cards, and social stories
(D) Instructing the student to sit quietly in the back and watch peers communicate without participating

55. A teacher uses the Total Physical Response (TPR) method to teach action verbs (e.g., run, jump, write, stop) in English. This method is highly effective for young children with speech and language delays because:
(A) It allows children to show comprehension through movement before speaking.
(B) It requires students to immediately produce complex spoken sentences in English.
(C) It relies heavily on rote memorization of long, written vocabulary spelling lists.
(D) It focuses almost exclusively on memorizing abstract grammar-translation rules.

56. Which of the following pairs is CORRECTLY matched?
(A) Direct Method – Direct association between word and grammar rule translation
(B) Grammar-Translation Method – Focuses on functional conversational fluency
(C) Audio-Lingual Method – Emphasizes natural reading acquisition through literature appreciation
(D) Structural Approach – Selected and graded structures presented in situational contexts

57. Which of the following methods of teaching English is LEAST suitable for a student with severe dyslexia who struggles with phonological awareness?
(A) The Phonics Approach focusing on synthetic word decoding
(B) The Whole Language Approach without systematic phonics
(C) The Orton-Gillingham highly structured multisensory approach
(D) The Visual-Auditory-Kinesthetic-Tactile spelling method

58. The Orton-Gillingham Approach is a specialized multisensory method of teaching reading and spelling in English. It is characterized by which of the following features?
(A) It is structured, cumulative, and uses explicit phonics with multisensory tracing.
(B) It is a purely silent reading approach that intentionally avoids auditory or tactile stimulation.
(C) It is structured, cumulative, and uses explicit phonics with multisensory tracing.
(D) It is a translation-focused methodology that uses bilingual dictionary glossaries for rote learning.

59. When utilizing the Structural-Situational Approach to teach English to students with developmental delays, the teacher must introduce structures by:
(A) Explaining abstract grammatical terms like subject, predicate, and copula in English
(B) Have students read long, unsimplified classical literature passages with no support
(C) Translating each sentence structure word-by-word into the child's native regional language
(D) Creating concrete, real-life classroom situations using physical objects, gestures, and pictures to make the meaning of the structure immediately clear

60. A Special Educator is using the Visual-Auditory-Kinesthetic-Tactile (VAKT) approach to teach spelling to a Class 3 student with a Learning Disability in writing. During the lesson, the child traces a word written on sandpaper while saying the sounds of the letters aloud. Which of the following best describes the pedagogical mechanism of this intervention?
(A) It integrates tactile, kinesthetic, visual, and auditory feedback to reinforce spelling.
(B) It serves as a rote memory-drilling technique that completely bypasses the need for sensory integration.
(C) It acts as a behavioral reinforcement strategy used primarily to decrease off-task motor behaviors.
(D) It is an adaptation of the Direct Method designed specifically to eliminate first-language interference.

61. Which of the following approaches is most suitable for teaching English grammar rules to a student with high-functioning Autism Spectrum Disorder who demonstrates strong logical-rule-

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(A) A speech-to-text software program integrated with their standard word processor
(B) An on-screen virtual keyboard equipped with advanced word prediction features
(C) A touchscreen tablet device with voice-recording and dictation capabilities
(D) A physical QWERTY keyboard with heavy-resistance keys

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ANSWERS

1. (D) Principle of oral-aural approach
The oral-aural approach prioritizes listening and speaking before introducing reading and writing. This method reflects the natural progression of language acquisition seen in children and follows the evolutionary history of human communication. By focusing on auditory patterns and vocal reproduction first, learners build a solid foundation in the sound system before engaging with abstract graphic symbols.

2. (C) To create a class of individuals Indian in blood and color, but English in taste, opinions, morals, and intellect
Thomas Babington Macaulay's 1835 minutes aimed to modernize Indian education by introducing English as the medium of instruction. The primary goal was to produce a loyal intermediary class of citizens who possessed Western tastes and intellect while remaining ethnically Indian. This policy significantly shifted the educational landscape from traditional Orientalist studies toward European scientific and literary frameworks.

3. (A) Both A and R are true and R is the correct explanation of A
Children with reading-related specific learning disabilities often find the transition to sight-word recognition difficult. English features a deep orthography, meaning the relationship between graphemes and phonemes is complex and inconsistent. This lack of transparency increases the cognitive effort required for decoding, thereby hindering the development of reading fluency and automaticity in learners who struggle with phonological processing.

4. (D) Prioritizing visual and manual communication modes
Effective instruction for students with profound sensory-neural hearing loss necessitates a shift toward visual and manual communication. Since auditory pathways are severely compromised, relying on visual aids, sign language, and tactile methods ensures the student can access linguistic information. This approach bypasses auditory limitations, allowing for the successful acquisition of English vocabulary and syntax through alternative sensory channels.

5. (A) I and II only
Vocabulary selection in language teaching focuses on criteria such as frequency, range, and learnability to ensure learners acquire the most useful words first. Gradation involves the systematic sequencing of these words based on their structural or semantic complexity. While selection and gradation are foundational, primary learners should not be restricted solely to abstract vocabulary, as concrete nouns are easier.

6. (C) A global language in a multilingual country
The National Curriculum Framework 2005 recognizes English as a global language within the context of India's diverse multilingual landscape. Rather than viewing it as a colonial remnant, the framework positions English as a vital tool for international communication and social mobility. It emphasizes that English should complement the mother tongue, fostering a holistic linguistic environment in schools.

7. (A) Both A and R are true and R is the correct explanation of A
The Official Languages Act of 1963 designated English as the Associate Official Language of India to accommodate non-Hindi speaking regions. These states expressed concerns regarding the mandatory use of Hindi for administrative purposes, fearing political and cultural marginalization. Consequently, English remains a crucial medium for Union government transactions and interstate communication to maintain national unity and administrative continuity.

8. (D) Using adapted, simplified summaries to explore diverse human experiences
Utilizing modern literature in an inclusive classroom requires adapting complex texts into simplified summaries or accessible formats. Authors like Amitav Ghosh provide rich thematic content that builds empathy and cultural awareness among students. By focusing on human experiences rather than mechanical

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analysis, educators can engage all learners, including those with cognitive or sensory challenges, in meaningful literary discussion.

9. (B) I, III, and IV only
English language instruction is essentially skill-based, requiring the integrated development of listening, speaking, reading, and writing. For neurodivergent students, phonemic awareness provides the necessary foundation for decoding print, while explicit instruction in morphology aids in understanding complex word structures. Unlike rote memorization, which is often ineffective, these strategies provide structural support that addresses specific cognitive processing needs.

10. (C) Pragmatics – The system of rules for spelling and punctuation
Pragmatics refers to the study of how context influences the interpretation and social use of language, rather than the mechanics of spelling and punctuation. It involves understanding communicative intent, social conventions, and non-literal meanings like irony or sarcasm. Errors in spelling and punctuation are instead governed by the systems of orthography and mechanics, which are distinct from social-linguistic rules.

11. (A) Both A and R are true and R is the correct explanation of A
Individuals with Autism Spectrum Disorder frequently encounter challenges with the pragmatic components of language, which involve social interaction and contextual cues. Pragmatics requires the ability to interpret non-verbal signals and understand implied meanings, areas typically affected by the neurodevelopmental characteristics of the condition. Effective instruction must target these social communication skills to improve overall linguistic and social competence.

12. (A) Adapting language input to a level slightly above their current comprehension stage
Stephen Krashen's Input Hypothesis posits that learners acquire language when exposed to input that is slightly beyond their current proficiency level. For students with intellectual disabilities, this implies that teachers must calibrate English instruction to be comprehensible yet challenging. Providing appropriately leveled linguistic input ensures that students can process new information without experiencing cognitive overwhelm, thereby facilitating gradual acquisition.

13. (B) I, III, IV, and V only
English language teaching in India has evolved through several key policy shifts, starting from the Wood's Despatch of 1854. The Three-Language Formula and the emphasis on English as a link language further solidified its role in the national curriculum. Current policies like NEP 2020 advocate for early education in the mother tongue while maintaining English as a significant academic subject.

14. (B) Rote translation of abstract literature
Harold Palmer, a pioneer in the field of English Language Teaching, emphasized the importance of habit formation, student interest, and accuracy. His principles focused on creating an environment where students could develop linguistic skills naturally and systematically. Rote translation of abstract literature is not a core principle of his methodology, as he favored more direct and communicative instructional techniques.

15. (A) Both A and R are true and R is the correct explanation of A
Prioritizing fluency and functional communication is vital when teaching children with expressive language disorders. Constant correction of grammatical errors can significantly increase a learner's anxiety, often described as an affective filter, which inhibits further communication attempts. By focusing on the successful exchange of ideas first, teachers can build a student's confidence and reduce the likelihood of avoidant behaviors.

16. (C) English teaching should complement and enrich the child's multilingual repertoire
Current pedagogical standards suggest that English teaching should be integrated into the student's existing multilingual repertoire rather than being treated as an isolated subject. This perspective values the child's home language as a resource for learning and discourages the imposition of rigid native-speaker norms. Enhancing multilingualism helps students develop a more flexible and comprehensive understanding of linguistic structures and communication.

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organized and reduces the likelihood of becoming overwhelmed by dense text. These formatting choices make the material more accessible and help the learner focus on the instructional content rather than the mechanics of reading.

84. (D) It allows independent access to literature, significantly expanding vocabulary and comprehension.
Using a screen reader allows students with congenital blindness to access a wide variety of literature, which significantly expands their vocabulary and comprehension. By providing independent access to written texts, this technology ensures that blind learners can develop the same linguistic skills as their peers. This auditory-based reading method is essential for fostering literacy and academic success in individuals who lack sight.

85. (A) Braille play for the blind student, and simplified graphic novel with high-frequency words for the other student
Providing a Braille version of a play for a blind student and a simplified graphic novel for a student with an intellectual disability ensures both can access the same lesson. These diverse materials accommodate different learning needs while allowing all students to engage with high-quality literature like Shakespeare. Such inclusive practices promote equity and ensure that every learner can participate meaningfully in the classroom.

86. (C) Providing synchronized closed captions and a printed transcript
For students who are Hard of Hearing, educational videos must include synchronized closed captions and printed transcripts. These visual supports ensure that the student can access the spoken information and follow the narrative along with the rest of the class. Providing these adaptations is essential for creating an inclusive learning environment where all students can benefit from multimedia instructional materials.

87. (A) It bypasses decoding deficits, letting students access text meaning through auditory processing.
Text-to-Speech software acts as a cognitive bypass tool for students with severe dyslexia by allowing them to access written information through their auditory sense. This bypasses the challenges of decoding printed letters, which is often a significant barrier for these learners. By listening to the text, students can focus on understanding the meaning and developing their comprehension skills without being hindered by their reading difficulties.

88. (D) A high-volume, multi-track audio CD of sound effects played in a small room without headphones
Students with Autism Spectrum Disorder who experience auditory sensory overload should avoid environments with loud, multi-track audio. Instead, they benefit from quiet spaces and the use of noise-canceling headphones to manage their sensory intake. Providing a regulated auditory environment ensures that these learners can focus on the instructional tasks without becoming overwhelmed or distressed by excessive noise or sound effects.

89. (B) Hi-Lo books featuring age-appropriate, mature themes with simplified vocabulary
Hi-Lo books, which feature age-appropriate themes with simplified vocabulary, are ideal for adolescent students with learning disabilities who read below grade level. These materials provide mature content that respects the student's age while ensuring the language is accessible. By using such books, teachers can maintain the learner's interest and motivation while supporting their continued development of reading and comprehension skills.

90. (C) They provide an external visual structure that helps organize thoughts and plan writing.
Graphic organizers provide a vital external visual structure that helps students with ADHD organize their thoughts and plan their writing. By breaking down the composition process into manageable parts, these tools help the student stay focused and reduce the complexity of the task. This structured approach is essential for supporting students who struggle with executive functions and need help with planning and organization.

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91. (B) I, II, and IV only
Designing tactile graphics for blind students requires clear distinctions in texture, height, and shape to ensure the information is easily perceivable by touch. Braille labels should be placed carefully to avoid overlapping, and materials must be durable enough to withstand frequent scanning. These design principles ensure that the tactile elements provide meaningful

process information literally. Explicit instruction combined with visual supports can help these learners bridge the gap between the literal words and their intended meanings. This approach provides the necessary structural scaffolding for understanding abstract linguistic concepts commonly found in English literature.

26. (C) Providing a text-to-speech option, key vocabulary graphics, and video summaries
Providing multiple means of representation is a key principle of Universal Design for Learning, ensuring that information is accessible to all learners. In an English reading lesson, this can include offering text-to-speech software, visual graphics, and video summaries alongside the standard text. These diverse formats accommodate different sensory and cognitive needs, allowing every student to engage with the instructional content effectively.

27. (A) Both A and R are true and R is the correct explanation of A
Dysgraphia is a specific learning disability that primarily affects the physical act of writing rather than cognitive or linguistic ability. When developing an IEP, teachers should focus on accommodations that address the motor transcription challenges, such as using speech-to-text tools or providing extra time. These adjustments ensure the student's intellectual output is assessed fairly without being restricted by their physical difficulties.

28. (A) I, II, III, IV, V
Planning a differentiated English lesson begins with identifying the diverse learning profiles and individual needs within the classroom. Once these profiles are understood, the teacher can formulate clear objectives that align with specific IEP goals and select appropriate materials. Designing flexible activities and assessments based on these objectives ensures that the subsequent delivery and evaluation are inclusive and effective.

29. (B) Visual Impairment – Using flashcards with small, standard-size black print
Using flashcards with small, standard-size black print is an inappropriate instructional choice for students with visual impairments. These learners require materials with high contrast, large font sizes, or tactile features to access information. Proper accommodations for visual impairment might include the use of Braille, large-print texts, or screen-reading technology to ensure the student can participate fully in reading activities.

30. (B) Allowing the student to use a speech-to-text app or record their descriptive paragraphs orally
A curriculum accommodation for a student with dysgraphia allows the learner to demonstrate their knowledge through alternative means that bypass the physical difficulty of writing. Using speech-to-text technology or oral recordings enables the student to express descriptive ideas without being hindered by motor coordination issues. This approach maintains the academic rigor of the task while removing the barrier of the writing process.

31. (A) Both A and R are true and R is the correct explanation of A
Differentiated assessment is essential for students who stutter, as timed oral presentations can significantly increase their anxiety and impact their performance. High stress levels often exacerbate fluency disorders, making it difficult for the child to demonstrate their true linguistic capabilities. Providing alternative assessment formats or a more supportive environment allows for a more accurate evaluation of the student's communicative competence.

32. (C) Allowing a student to create a physical diorama instead of writing an essay
Differentiating the product involves providing students with various ways to demonstrate what they have learned at the end of a lesson. Allowing a student to create a physical diorama instead of writing a traditional essay is an example of this strategy. This approach accommodates different strengths and learning styles, ensuring that assessment measures the student's understanding rather than their writing skills.

33. (D) Accommodations change accessibility, while modifications alter the conceptual learning level.
In special education, an accommodation changes how a student accesses information or demonstrates knowledge without altering the academic standards. In contrast, a modification changes the conceptual level of the material or the learning expectations themselves. Understanding this distinction is crucial for English teachers when tailoring instruction for students with varying levels of intellectual or developmental challenges.

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17. (D) There is a biologically determined window of time for native language acquisition
The Critical Period Hypothesis suggests that there is a specific biological window during which humans can acquire a first language with native-like proficiency. After this period, typically associated with puberty, the brain's plasticity for linguistic acquisition decreases, making the process more difficult and less intuitive. This concept highlights the importance of early linguistic exposure for the development of fundamental communication abilities.

18. (C) Pragmatics and language comprehension
A student who can repeat sentences with accurate pronunciation but fails to respond to social questions displays a deficit in pragmatics and comprehension. While phonological skills allow for the imitation of sounds, pragmatics involves the functional use of language to convey and understand meaning in social contexts. This discrepancy indicates that the learner has mastered the mechanics without internalizing the communicative purpose.

19. (A) Both A and R are true and R is the correct explanation of A
Multi-sensory instruction is a cornerstone of effective teaching for students with dyslexia, particularly for mastering English spelling. By engaging visual, auditory, tactile, and kinesthetic pathways simultaneously, teachers help students form stronger neural connections. This integrated approach is especially useful for learning irregular spelling patterns where the relationship between letters and sounds is not predictable or follows complex, non-transparent rules.

20. (D) It has moved from literary appreciation to a functional, communicative focus
The English language curriculum in India has transitioned from an emphasis on literary appreciation and translation to a more functional, communicative approach. This shift reflects a global trend toward prioritizing the practical use of language for everyday interaction and professional needs. Modern teaching focuses on developing the ability to communicate effectively in diverse situations rather than memorizing archaic literary styles.

21. (A) The regional language, Hindi, and English
The Kothari Commission's Three-Language Formula for non-Hindi speaking states includes the study of the regional language, Hindi, and English. This policy was designed to promote national integration while respecting linguistic diversity across different regions. By ensuring that students learn three distinct languages, the curriculum aims to facilitate communication across the country and provide access to global knowledge through the English language.

22. (C) The Wardha Scheme of Basic Education (1937), which made English a compulsory primary subject
The Wardha Scheme of Basic Education, introduced in 1937, focused on manual labor and education through crafts, prioritizing the mother tongue as the medium of instruction. Unlike other colonial-era policies, it did not mandate English as a compulsory primary subject. Other milestones like the Charter Act and Wood's Despatch were instrumental in the historical expansion of English education in India.

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23. (A) Both A and R are true and R is the correct explanation of A
Focus in an inclusive English classroom should remain on universal themes that resonate with all students, avoiding the cognitive barriers posed by archaic syntax. For students with learning disabilities, the complex and irregular nature of older language forms can hinder comprehension and lead to frustration. Emphasizing the emotional and social aspects of literature allows for more equitable participation and engagement.

24. (D) Tactile sign language or the manual Tadoma method
For individuals who are both deaf and blind, receptive language learning often requires tactile communication methods. Tactile sign language or the Tadoma method, which involves feeling the vibrations and movements of a speaker's face, provide necessary sensory input when sight and hearing are unavailable. These specialized techniques allow the learner to perceive linguistic information through their sense of touch.

25. (B) Use explicit instruction with visual supports to explain the figurative meanings
Students with Autism Spectrum Disorder often struggle to interpret figurative language, such as idioms and metaphors, because they tend to

receive education in the environment that best meets their individual needs while promoting the principles of inclusion. It emphasizes the importance of providing accessible education options for all learners regardless of their disability.

43. (D) A guarantee of permanent exemption from all standard board exams
An Individualized Education Program must include a statement of the child's current performance, measurable goals, and the specific services to be provided. While it outlines necessary accommodations and supports, it does not guarantee a permanent exemption from standardized examinations. Instead, it aims to provide the student with the tools and adjustments needed to participate in the curriculum and assessment process fairly.

44. (A) Developing functional email and interview skills using their AAC device
For a student using an augmentative and alternative communication device, transition planning should prioritize functional language skills such as email writing and interviewing. These skills are essential for future vocational success and independent living, allowing the student to communicate effectively in professional and social environments. Focusing on practical applications of language ensures the student is well-prepared for life after secondary school.

45. (B) I, II, and III only
Multisensory strategies involve engaging multiple senses, such as touch and movement, to reinforce learning and memory. Activities like writing in sand or sky-writing engage tactile and kinesthetic pathways, while pairing sounds with visual cards supports auditory-visual processing. These diverse sensory inputs are particularly beneficial for students who struggle with traditional reading and writing tasks, providing alternative ways to master language skills.

46. (B) Teaching students to write accommodation requests and speak about their learning needs
Integrating self-advocacy skills into English lessons empowers students to communicate their own learning needs and request necessary accommodations. By teaching students how to write formal requests and speak about their disabilities, teachers help them develop the confidence and communication skills needed for independence. This approach moves beyond passive reading comprehension to active participation in their own educational journey.

47. (A) Allowing the child to submit an audio recording of their speech recorded in a comfortable environment
Assessing the speaking skills of a student with selective mutism requires sensitive and flexible planning. Allowing the child to submit audio recordings from a comfortable environment provides a safe way for them to demonstrate their proficiency without the pressure of speaking in public. This accommodation respects the student's anxiety while still providing a valid measure of their linguistic and communicative abilities.

48. (C) High-frequency daily safety words (e.g., STOP, EXIT, TOILET)
For students with Down Syndrome, prioritizing high-frequency safety words like STOP and EXIT is essential for developing functional literacy. These words have immediate practical value and enhance the student's ability to navigate their environment safely and independently. Focusing on essential everyday vocabulary is more appropriate and beneficial than teaching abstract or academic terms that may have little relevance.

49. (B) I, II, III, and IV only
Universal Design for Learning guidelines for English curriculum design emphasize flexibility in how information is presented and how students express their knowledge. This includes providing digital texts with adjustable features, offering alternatives to handwriting, and using graphic organizers to support writing tasks. Such adaptations ensure that students with diverse learning needs can access the curriculum and demonstrate their understanding effectively.

50. (C) Providing an audio recording of the text to follow along with, plus a graphic organizer
To ensure meaningful participation for a student with dyslexia during reading comprehension, teachers should provide supports like audio recordings and graphic organizers. These accommodations bypass the difficulty of decoding printed text, allowing the student to focus on understanding the story's content. This approach ensures that the student is not

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excluded from the lesson and can engage with the material alongside their peers.

51. (B) Reading and Writing
The Grammar-Translation Method focuses on the study of grammatical rules and the translation of texts, primarily prioritizing reading and writing skills. This traditional approach aims to help students develop the ability to read literature in the target language but often neglects oral communication and listening comprehension. It is characterized by the use of the mother tongue to explain complex linguistic structures.

52. (D) It requires rapid mental associations in English without first-language scaffolding.
The Direct Method's prohibition of the mother tongue can be particularly challenging for students with intellectual or developmental delays. It requires learners to make rapid mental associations between English words and meanings without the support of their first language. For students who need more time and scaffolding to process information, this immersive approach can lead to confusion and a lack of understanding.

53. (A) Only the teacher uses the mother tongue briefly to clarify difficult words, while students practice in English.
C.J. Dodson's Bilingual Method allows the teacher to use the mother tongue briefly to clarify meanings while the students continue to practice in English. This approach differs from the Grammar-Translation Method by emphasizing oral practice and communication rather than just reading and writing. It provides a helpful bridge between the student's native language and the target language, facilitating more efficient learning.

54. (C) Providing clear, structured scripts, visual prompt cards, and social stories
In Communicative Language Teaching, students with Autism Spectrum Disorder benefit from structured supports such as visual prompts, scripts, and social stories. These tools provide the necessary framework for engaging in social interactions, which can otherwise be unpredictable and challenging. By offering clear guidance on how to communicate, teachers can help these students develop their communicative competence in a supportive environment.

55. (A) It allows children to show comprehension through movement before speaking.
Total Physical Response is an effective method for teaching action verbs because it allows students to demonstrate understanding through physical movement before they are required to speak. This reduces the pressure on children with speech and language delays, allowing them to build confidence as they acquire new vocabulary. By linking language to physical action, TPR makes the learning process more concrete and memorable.

56. (D) Structural Approach – Selected and graded structures presented in situational contexts
The Structural Approach involves the selection and gradation of specific sentence patterns, which are presented to students within situational contexts. This method focuses on the mastery of structures through repetition and practice, aiming to build a solid foundation in the language's syntax. It emphasizes the importance of learning how words are combined to form meaningful sentences in real-life scenarios.

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57. (B) The Whole Language Approach without systematic phonics
The Whole Language Approach, which emphasizes meaning in context over systematic phonics, can be difficult for students with severe dyslexia. These learners often require explicit, structured instruction in phonological awareness to decode words accurately. Without a solid foundation in the relationships between letters and sounds, they may struggle to develop the reading skills necessary for success in a language-rich environment.

58. (C) It is structured, cumulative, and uses explicit phonics with multisensory tracing.
The Orton-Gillingham Approach is a specialized, multisensory method designed to teach reading and spelling, particularly for individuals with dyslexia. It is characterized by being highly structured, cumulative, and explicit in its instruction of phonics. By engaging visual, auditory, and kinesthetic pathways, it helps students build the neural connections needed for successful decoding and encoding of the English language.

59. (D) Creating concrete, real-life classroom situations using physical objects, gestures, and

pictures to make the meaning of the structure immediately clear
In the Structural-Situational Approach, language structures are introduced using concrete, real-life situations created through the use of objects, gestures, and pictures. This helps students with developmental delays understand the meaning of new patterns without relying on abstract explanations or translation. By making the language contextually relevant, teachers can facilitate more effective and meaningful learning for all students.

60. (A) It integrates tactile, kinesthetic, visual, and auditory feedback to reinforce spelling.
The Visual-Auditory-Kinesthetic-Tactile approach integrates multiple sensory feedbacks to reinforce spelling and word recognition. Tracing words while saying the sounds aloud engages various neural pathways, helping to solidify the student's memory of the word's structure. This multisensory intervention is particularly effective for students with learning disabilities who benefit from varied ways of processing and storing linguistic information.

61. (B) Explicit, systematic instruction where rules are clearly defined and visually mapped
For students with high-functioning Autism Spectrum Disorder, explicit and systematic instruction is often the most effective way to teach grammar rules. These learners typically respond well to clearly defined rules and visual maps, which provide the logical structure they need for learning. This approach bypasses the challenges of implicit social learning and provides a predictable framework for mastering complex language systems.

62. (B) Phonics focuses on letter-sound relationships, while Whole Language focuses on meaning in context.
Phonics instruction focuses on the relationships between letters and sounds, providing a systematic way for students to decode new words. In contrast, the Whole Language Approach emphasizes the use of context and meaning within complete texts to develop reading skills. Understanding the difference between these methods is essential for choosing the most appropriate instructional strategies for diverse learners.

63. (A) It requires independent cognitive hypothesis testing and decoding of color-coded charts without verbal guidance.
Caleb Gattegno's "The Silent Way" is challenging for students with intellectual disabilities because it requires a high degree of independent cognitive processing and hypothesis testing. Without direct verbal guidance from the teacher, these learners may struggle to decode color-coded charts and make the necessary linguistic connections. This method relies heavily on student autonomy, which may be difficult for some individuals.

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64. (C) Create a low-anxiety, sensory-regulated environment to help students practice speaking safely.
Suggestopedia can be adapted in special education to create a low-anxiety, sensory-regulated environment that supports language learning. By using music and positive suggestion, teachers can help students overcome affective barriers and practice speaking in a safe space. This approach prioritizes the emotional well-being of the learner, which is crucial for those who may experience high levels of communication anxiety.

65. (D) It allows immediate use of social communication as whole units without mastering complex syntactic rules.
The Lexical Approach emphasizes the use of "chunked" language items, such as common phrases and social expressions, which can be learned as single units. This benefits students with intellectual or communication challenges by allowing them to engage in social interaction without needing to master complex syntactic rules first. Learning lexical chunks provides immediate communicative utility and reduces the overall cognitive load for the student.

66. (C) It involves students in goal-directed tasks that require active verbal negotiation and social interaction.
Task-Based Language Teaching involves students in goal-directed activities that require active communication and negotiation. This approach is particularly effective for developing the pragmatic skills of students with learning and behavioral difficulties by providing authentic reasons to interact with others. By focusing on the completion of a task, students are motivated to use language in a functional and socially appropriate manner.

67. (B) Insisting on complete, grammatically perfect sentences during rapid-fire oral drills
Adapting the Communicative Approach for students with expressive language impairments involves focusing on functional communication rather than perfect grammatical accuracy. Insisting on flawless sentences during oral drills can increase student anxiety and hinder progress. Instead, providing visual templates and allowing the use of communication devices ensures that all students can participate meaningfully in social interactions and express their ideas.

68. (D) Choosing and combining features of various teaching methods to suit diverse student profiles.
The Eclectic Approach involves choosing and combining the most effective features of various teaching methods to meet the diverse needs of students in an inclusive classroom. This flexible strategy allows teachers to tailor their instruction based on individual learning profiles, ensuring that every student receives the support they need. By drawing from multiple pedagogical models, educators can create a more inclusive and effective learning environment.

69. (A) Behaviorism (Skinner)
Chaining and prompting are instructional techniques derived from behaviorist theories, such as those proposed by B.F. Skinner. These methods involve breaking down complex tasks into smaller steps and providing cues to help the learner achieve success. In language teaching, these strategies are often used to build linguistic habits and ensure that students can produce specific sentence patterns accurately through reinforcement.

70. (C) Having students perform physical movements with objects (TPR) paired with verbal and visual cues
Using physical movements and objects, as in Total Physical Response, is a highly inclusive way to teach spatial prepositions. This approach provides concrete, visual, and kinesthetic cues that help students with ADHD and intellectual disabilities understand abstract concepts. By engaging students in active learning, teachers can ensure that the meaning of the prepositions is clear and that all students remain focused.

71. (B) I and III only
The Audio-Lingual Method relies on repetitive drilling of sentence patterns and the use of dialogues to help students form linguistic habits. It emphasizes oral practice and listening comprehension, often neglecting grammatical explanations and translation. This structural approach aims to develop automaticity in language use through constant repetition and reinforcement, making it a highly systematic way of learning a new language.

72. (D) It uses the student's own spoken words and personal experiences to create highly meaningful reading materials.
The Language Experience Approach is effective for children with developmental delays because it uses their own spoken words and personal experiences as the basis for reading materials. This makes the content highly meaningful and relevant to the learner, which can increase motivation and engagement. By connecting language to their own lives, students are better able to understand and internalize new reading and writing skills.

73. (B) How many other sentences can be built using that same structural pattern
In the context of the structural approach, a structure's productivity refers to its ability to be used to create many different sentences. Teachers prioritize these highly productive patterns because they provide students with the greatest communicative flexibility. By mastering a few key structures, learners can generate a wide variety of expressions, which is essential for developing functional language skills and overall fluency.

74. (C) Total Physical Response – Excellent for non-verbal children as it links physical movement to vocabulary
Total Physical Response is an excellent method for non-verbal children as it allows them to demonstrate their understanding of language through physical actions rather than speech. By linking words to movements, TPR provides a clear and concrete way for these students to acquire vocabulary and follow instructions. This inclusive approach ensures that students who cannot speak can still participate fully in language activities.

75. (B) I, II, and III only
Adapting Communicative Language Teaching for inclusive settings involves using visual aids and authentic materials to teach functional English.

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Prioritizing fluency over perfect grammar in the early stages helps to build student confidence and encourages more active participation. These strategies ensure that the communicative needs of all students are met, allowing them to use language in practical and meaningful ways in their daily lives.

76. (A) Any item or system used to improve the functional communication of a student with a disability
Assistive Technology includes any item or system that helps improve the functional communication and learning of individuals with disabilities. For a student with severe physical disabilities, this can range from simple tools to complex computer systems that facilitate expression. By providing these essential supports, educators ensure that every student has the opportunity to participate in the curriculum and reach their full academic potential.

77. (B) It is a system of raised dots representing letters and characters, allowing blind students to read and write.
Unified English Braille is a standardized system of raised dots that allows individuals with visual impairments to read and write in English. It uses the same grammatical rules as standard English, providing a consistent way for blind students to access written information. UEB is essential for literacy, enabling students to participate in academic activities and interact with a wide range of texts and materials.

78. (B) A handheld plastic magnifying glass and a physical page-turner
Low-tech instructional materials, such as handheld magnifying glasses and physical page-turners, are simple yet effective tools for supporting students with low vision. These aids are easy to use and do not require complex electronic systems, making them accessible in many classroom settings. By providing such adaptations, teachers can help students with visual impairments engage more independently with standard printed materials.

79. (A) Screen Reader – Converts digital screen text into synthetic speech for blind learners
A screen reader is a vital piece of assistive technology that converts digital text on a computer screen into synthetic speech. This allows blind learners to access written information independently and participate in digital reading and writing tasks. By providing auditory feedback, screen readers ensure that individuals with visual impairments can interact with the same information as their sighted peers in a digital environment.

80. (C) Printing the text on highly glossy, reflective paper to increase brightness and shine
Using highly glossy, reflective paper is contraindicated for students with low vision because it can create a glare that makes the text difficult to read. Instead, materials should be printed on matte paper with high contrast and large font sizes to ensure maximum accessibility. Providing clear and uncluttered layouts further helps these students process information more effectively and reduces the visual strain during reading.

81. (D) English literature texts must be available in alternative, accessible formats simultaneously with standard texts.
Ensuring accessibility in an English literature class requires that texts be available in various formats, such as Braille, large print, or digital audio. This allows students with diverse sensory needs to access the same instructional content as their peers. By providing these alternative formats simultaneously, educators promote a more inclusive environment where all students have equal opportunities to engage with literary works.

82. (C) An AAC board with pictograms and words mounted on a slant board, accessed via a pointer or fist
An augmentative and alternative communication board with pictograms and words is a highly appropriate material for a non-verbal student with Cerebral Palsy. This tool allows the learner to construct sentences and express ideas by pointing or using a specialized access method. By providing such an adaptation, teachers enable the student to participate actively in classroom activities and demonstrate their linguistic understanding.

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83. (B) Single-column pages with clear headings, 1.5 spacing, sans-serif font, and visual borders
Designing worksheets for students with dyslexia involves using clear headings, ample line spacing, and simple sans-serif fonts. A single-column layout with visual borders helps the student stay

34. (C) Provision of extra time and access to a scribe or reader
Students with benchmark disabilities are legally entitled to specific accommodations during formal examinations, such as the provision of extra time and the assistance of a scribe. These measures are designed to ensure that the examination process is accessible and that the student's performance reflects their actual knowledge. Such support is essential for creating an equitable testing environment for individuals with disabilities.

35. (A) Both A and R are true and R is the correct explanation of A
Task analysis is a vital strategy for teaching complex skills to children with moderate intellectual disabilities by breaking them down into manageable, sequential steps. This method allows for systematic instruction and reinforcement, ensuring that the learner can master each individual component before moving forward. By simplifying the learning process, teachers can help students achieve greater independence in functional literacy tasks.

36. (A) II, IV, I, III, V
Teaching a student to use a dictionary involves a logical sequence of steps starting with identifying the first letter of the word. After opening the book, the student must find the correct alphabetical section, use guide words to locate the specific entry, and then read the definition. This systematic approach helps students with developmental delays navigate complex alphabetical systems and improve their vocabulary.

37. (A) Providing real objects or tactile models with detailed verbal descriptions
For a student with congenital blindness, vocabulary instruction is most effective when it incorporates real objects or tactile models along with detailed verbal descriptions. This approach provides concrete sensory experiences that help the learner build accurate mental representations of new words. Relying on visual aids like pictures or whiteboard text is ineffective for someone who lacks sight and requires alternative inputs.

38. (C) Rapid verbal input without visual support causes cognitive overload and poor retention.
Auditory Processing Disorder can lead to significant difficulties in classrooms where instruction is primarily verbal. Rapid spoken input without accompanying visual cues or written support often causes cognitive overload, making it difficult for the student to retain information. Providing visual aids and structured handouts can help mitigate these challenges, allowing the student to process language through multiple sensory channels.

39. (A) Both A and R are true and R is the correct explanation of A
Successful inclusive education requires active co-planning between general education teachers and special educators. This collaboration ensures that instructional modifications are appropriately designed while maintaining alignment with grade-level standards. By combining their expertise, teachers can create a learning environment that supports the individual needs of students with disabilities while ensuring they have access to the general curriculum.

40. (D) Short, structured activity segments alternating between active and quiet tasks with clear transitions
Effective lesson structures for students with ADHD involve short, well-defined segments that alternate between active and quiet tasks. Clear transitions and structured activities help maintain the student's attention and reduce the likelihood of behavioral issues. Avoiding long, uninterrupted periods of silent work or unstructured discussion ensures that the learner remains engaged and can manage their energy levels throughout the class.

41. (B) I and III only
The Resource Room provides a setting for intensive, specialized instruction in areas like spelling and sentence structure for students with specific learning disabilities. However, this support should not lead to the complete isolation of the student from the general English classroom. Collaboration between the resource teacher and the general educator is essential to ensure that the skills learned are applied effectively.

42. (C) Home-based schooling or a neighborhood inclusive school with necessary support services
Indian education policy grants children with severe disabilities the right to choose between home-based schooling or attending a neighborhood inclusive school with support services. This provision ensures that students

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information and support the student's understanding of the instructional content.

92. (A) Diagnostic Test of Learning Disability (DTLD)
The Diagnostic Test of Learning Disability is a standardized test battery commonly used in India to identify specific deficits in areas like reading, writing, and spelling. This tool helps special educators plan remedial instruction and select appropriate materials based on the child's individual needs. By identifying the underlying causes of a student's difficulties, teachers can provide more targeted and effective support for their language learning.

93. (B) They are effective when integrating visual illustrations, text, and sign language video clips.
Interactive digital storybooks that integrate visual illustrations, text, and sign language videos are highly effective for deaf and hard-of-hearing learners. These multimodal materials provide multiple ways for students to access the story and develop their English language skills. By combining various sensory inputs, digital books ensure that DHH students can engage meaningfully with literature and improve their reading and communication abilities.

94. (B) Arial or Calibri, 18pt size, double spacing, with high-contrast text and clean, simple layout
For students with low vision, printed materials should use clear, sans-serif fonts like Arial or Calibri in a large size, such as 18pt. A double-spaced layout with high-contrast text and a simple design helps to minimize visual clutter and make the information more accessible. These formatting choices are essential for ensuring that students with visual impairments can read and process information effectively and independently.

95. (B) I, II, III, and IV only
Ensuring the accessibility of digital textbooks involves providing alternative text for images, synchronized captions for videos, and keyboard navigability. Text should also be resizable without losing content or formatting, allowing students to adjust the display to meet their individual needs. These features are crucial for creating an inclusive digital learning environment where all students can access and interact with the same educational materials.

96. (C) It suggests words based on initial letters typed, reducing keystrokes and physical fatigue.
Word prediction software supports students with developmental dyspraxia by suggesting words as they type, which reduces the number of keystrokes needed. This helps to mitigate physical fatigue and allows the student to focus more on the content of their writing rather than the mechanics of typing. By providing this technological support, teachers can help students with motor coordination difficulties express their ideas more efficiently.

97. (D) audio CD player – Kinesthetic and fine motor coordination
An audio CD player is primarily used to provide auditory input and support listening skills, rather than developing kinesthetic and fine motor coordination. While other materials like sandpaper letters and realia target specific tactile and semantic pathways, the CD player's function is centered on the sound system of the language. Understanding the sensory and cognitive pathways targeted by different materials is essential for effective instructional planning.

98. (C) Digital talking books combining audio and text for print-disabled readers
The DAISY standard is used globally to create digital talking books that combine audio and text, providing an accessible reading experience for individuals with print disabilities. These materials allow users to navigate the content easily and adjust the presentation to suit their needs. DAISY books are a vital resource for students with visual impairments or learning disabilities, ensuring they have equal access to written information.

99. (B) Provide an accessible audio recording of the poem to allow auditory-verbal preparation.
For a blind student with tactile defensiveness, providing an audio recording of a poem is an effective way to support their participation in a recitation activity. This approach respects the student's sensory sensitivities by avoiding the need for tactile exploration while still allowing them to learn the material. By using auditory-verbal preparation, the teacher ensures that the student can engage in the lesson in a comfortable and accessible way.

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and active participants in their learning.

Which of the above statements is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

8. Which of the following learning style taxonomies categorizes learners into Visual, Auditory, Read/Write, and Kinesthetic profiles, requiring teachers to design multimodal inclusive lessons?

(A) VARK Model
(B) Kolb's Experiential Learning Cycle
(C) Gardner's Multiple Intelligences
(D) Gregorc Style Delineator

9. An instructional barrier to inclusive education is best illustrated by:

(A) A staircase without an accompanying tactile path or ramp at the school entrance.
(B) The use of a single, rigid, lecture-based teaching method with no visual aids or hands-on activities.
(C) The belief among teachers that students with learning disabilities belong exclusively in special schools.
(D) The lack of government funding for transport allowances for children with special needs.

10. Read the case study given below and answer the question that follows:

Master Aarav is an eight-year-old student diagnosed with mild intellectual disability. He attends a regular primary school. During classroom group activities, his teacher notices that while Aarav wants to interact, his peers ignore him because he takes longer to comprehend instructions and speak. The teacher decides to implement a collaborative learning strategy where students are assigned specific, structured roles within small groups.

Which principle of inclusive education is the teacher primarily attempting to restore?

(A) Relevance of academic curriculum and assessment
(B) Social participation and classmate acceptance
(C) Physical access to school infrastructure
(D) External resource and expert mobilization

11. Which pedagogical shift is highly recommended in an inclusive classroom to address linguistic and socio-cultural multiplicity?

(A) Translanguaging and incorporating culturally responsive pedagogy
(B) Strictly adhering to a standardized monolingual textbook-based instruction
(C) Grouping students strictly on the basis of their native dialect and social class
(D) Exempting culturally diverse students from participating in cooperative classroom activities

12. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:

Assertion (A): Attitudinal barriers are often considered more difficult to dismantle than physical barriers in inclusive education.

Reason (R): Attitudinal barriers are deeply rooted in societal prejudice, historical misconceptions, and lack of awareness, which cannot be resolved solely by structural modifications.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. Which of the following historical models of disability views a person with disability as a victim of divine wrath, a burden on society, or an object of pity requiring welfare and benevolence?

(A) Social Model
(B) Human Rights Model
(C) Biopsychosocial Model
(D) Moral/Charity Model

14. Which of the following is an example of an "attitudinal barrier" exhibited by an educator?

(A) A multi-story school building lacking tactile paving, elevator braille signage, and visual alarm signals.
(B) A print textbook containing static, small, non-adjustable font sizes and low-contrast background colors.
(C) A teacher assuming a student with autism cannot learn academic skills and needs only basic self-care training.
(D) A standardized examination paper format that fails to provide designated extra time for slow-writing candidates.

15. Consider the following characteristics of educational models:

I. The focus is on the deficit of the child.

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CHAPTER 09
Inclusive Education

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1. Which of the following statements best describes the conceptual difference between "Integration" and "Inclusion" in the context of special education?
(A) Integration places children in regular classrooms without structural changes, while Inclusion requires systemic restructuring.
(B) Integration adapts the school system to the child, while Inclusion demands the child to adjust to existing school practices.
(C) Integration represents a rights-based framework, while Inclusion adheres to a traditional charity-based perspective.
(D) Integration focuses on physical placement in standard spaces, while Inclusion involves vocational training rather than academic adaptation.

2. A system where children with disabilities are educated in separate, specialized environments away from their non-disabled peers, based on the assumption that they cannot benefit from regular school education, is defined as:
(A) Integration
(B) Mainstreaming
(C) Segregation
(D) Inclusion

3. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:
Assertion (A): Inclusive education is built on the principle of equity rather than mere equality.
Reason (R): Equity ensures that learners receive individualized accommodations and supports to access education on an equal basis with others, rather than providing identical resources to all.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. When a school administrator refuses to admit a student with severe cerebral palsy on the grounds that the school lacks wheelchair ramps and accessible toilets, which category of barrier to inclusive education is primarily represented?
(A) Attitudinal barrier
(B) Instructional barrier
(C) Socio-cultural barrier
(D) Physical barrier

5. The psychological dimension of marginalization in education is often manifested through which of the following phenomena in a regular school environment?
(A) Provision of specialized tactile and Braille books in the general school library for blind students.
(B) Teacher low expectations toward students with intellectual disabilities via the Pygmalion effect.
(C) Conducting a comprehensive physical school accessibility audit led by student government groups.
(D) Implementation of structured, class-wide peer tutoring systems during weekly academic sessions.

6. A classroom that welcomes and values students from diverse linguistic, socio-cultural backgrounds, and varying learning styles, viewing diversity as a resource rather than a problem, is applying the core philosophy of:
(A) Assumed homogeneity
(B) Universal segregation
(C) Inclusive education
(D) Compulsory integration

7. Consider the following statements regarding the principles of inclusive education:
I. Access is restricted to physical entry into a school building.
II. Equity involves recognizing that different students have different needs and adapting resources accordingly.
III. Empowerment entails enabling students with disabilities to become self-advocates

section to "Education of Children with Special Needs" and strongly recommended a transition from integrated education to inclusive education across all mainstream schools?
(A) NCF 1975
(B) NCF 1988
(C) NCF 2000
(D) NCF 2005

38. The National Education Policy (NEP) 2020 introduces which concept/term to categorise children who face barriers in accessing quality education, including children with disabilities, girls, transgender individuals, and socio-culturally marginalized groups?
(A) Vulnerable Children from Backward Segments (VCBS)
(B) Underprivileged and Marginalized Learning Classes (UMLCs)
(C) Socio-Economically Disadvantaged Groups (SEDGs)
(D) Historically and Marginally Excluded Demographics (HMEDs)

39. Which of the following is a key provision of NEP 2020 regarding the support and resources for children with benchmark disabilities?
(A) Recommending the closure of resource rooms in primary schools.
(B) Implementing mandatory separate boarding facilities for students with disabilities.
(C) Decreasing the statutory age limit of free education for children with specific disabilities from 18 to 14 years.
(D) Supporting home-based education options for benchmark disabilities and training specialized home educators.

40. Consider the following national initiatives and policies:
I. Persons with Disabilities (PWD) Act, 1995
II. Right of Children to Free and Compulsory Education (RTE) Act, 2009
III. Rights of Persons with Disabilities (RPWD) Act, 2016
Which of the above legal frameworks specifically mandate/ensure a free education for children with benchmark disabilities until they reach the age of 18 years?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

41. The National Policy for Persons with Disabilities, 2006, emphasizes which three primary pillars for the empowerment of individuals with disabilities?
(A) Institutionalization, Segregation, and Welfare-Doles
(B) Prevention, Rehabilitation, and Equal Opportunity & Inclusion
(C) Vocational Training, Separate Housing, and Exemption from Taxes
(D) Genetic screening, Institutional care, and Charitable aid

42. In the context of Samagra Shiksha, the unified scheme for school education from Pre-school to Class XII, the "Inclusive Education" component focus is on:
(A) Establishing new state-of-the-art segregated special boarding schools in every administrative district.
(B) Providing customized aids, assistive devices, materials, and escort allowances for CWSN.
(C) Replacing special educators with general classroom subject teachers across grade levels.
(D) Developing a separate examination and assessment board for children with physical disabilities.

43. Which of the following is an INCORRECT match between the Act/Policy and its year of enactment/adoption in India?
(A) Rights of Persons with Disabilities Act — 2011
(B) Rehabilitation Council of India Act — 1992
(C) National Trust Act — 1999
(D) National Policy for Persons with Disabilities — 2006

44. The Programme of Action (POA), 1992, which revised the National Policy on Education (NPE), 1986, laid special emphasis on:
(A) Educating children with severe, multiple disabilities in regular vocational classrooms without the assistance of special educators.
(B) Discontinuing the production of physical Braille-based learning materials in state institutions.
(C) Enrolling children in general schools if possible, while preparing those with severe disabilities in special schools first.
(D) Shifting the primary funding and instructional responsibility of CWSN education to private corporate sector groups.

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II. Subject-centered and rigid curriculum.
III. Focus on teacher-directed instruction with minimal adaptation.
IV. The child is expected to adjust to the environment.

Which of the following approaches to education is most aligned with the characteristics described above?
(A) Inclusive Education
(B) Integrated Education
(C) Segregated Special Education
(D) Progressive Education

16. In an inclusive classroom, the primary objective of "Empowerment" as a principle is to:
(A) Maintain student dependency on the special educator during classroom activities.
(B) Shift the instructional responsibility for core subjects to the parents.
(C) Exclude the candidate from general evaluations in order to artificially boost the school's average grades.
(D) Promote self-determination, self-advocacy, and active decision-making in students.

17. Which of the following statements is INCORRECT regarding the "Social Model of Disability"?
(A) It locates the problem of disability within the individual's functional limitations.
(B) It distinguishes between "impairment" (the physical/mental condition) and "disability" (the social barriers).
(C) It advocates for the removal of environmental, systemic, and attitudinal barriers.
(D) It views society as the disabling factor due to its failure to accommodate diversity.

18. A teacher design-challenges her lesson plans by including visual charts, concrete objects, auditory descriptions, and interactive group discussions to teach a concept in science. This approach addresses which dimension of classroom diversity?
(A) Socio-economic status disparities within classes
(B) Chronological age differences of student cohorts
(C) Variation in student learning styles
(D) Regional administrative policy diversities

19. Identify the correct pair representing a "Barrier to Inclusion" and its corresponding "Category":
(A) Teacher's assumption that CWSN lowers school averages – Attitudinal Barrier
(B) High-step school bus entrance without automatic hydraulic lift – Instructional Barrier
(C) Lack of individualized educational plans for learners with disabilities – Physical Barrier
(D) Absence of qualified sign language interpreters during major assemblies – Physical Barrier

20. Which principle of inclusive education ensures that the curriculum and learning experiences are meaningful, context-appropriate, and directly related to the current and future life needs of the child with special needs?
(A) Access
(B) Equity
(C) Segregation
(D) Relevance

21. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:
Assertion (A): The Universal Declaration of Human Rights (UDHR), 1948, laid the foundational groundwork for modern inclusive education.
Reason (R): Article 26 of the UDHR asserts that everyone has the right to education, which shall be free, compulsory at elementary stages, and directed to the full development of the human personality.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. The World Declaration on Education for All (EFA), adopted in Jomtien, Thailand, in 1990, emphasized which of the following core commitments?
(A) Creating separate specialized vocational centers and industrial training institutes for individuals with locomotor disabilities.
(B) Strictly implementing comprehensive medical and physical rehabilitation protocols before allowing entry into formal education.
(C) Meeting basic learning needs and providing universal access to primary education for all vulnerable groups.
(D) Transferring the administrative management

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100. (D) A physical QWERTY keyboard with heavy-resistance keys

A physical keyboard with heavy-resistance keys is least useful for a student with developmental dyspraxia, as it can increase the physical difficulty and fatigue of typing. Instead, these learners benefit from tools like speech-to-text software and on-screen keyboards with word prediction, which reduce the motor demands of writing. Providing appropriate technology is essential for helping students with coordination challenges demonstrate their language skills and complete written assignments.

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qualified teacher who holds an RCI-approved B.Ed. in Special Education, stating that they do not require special educators because they only have a few students with learning disabilities. The special educator wishes to file a complaint against the school for violating professional recruitment standards and undermining mandatory CWSN support services.

Which regulatory body in India is empowered to enforce standards and registration for such professional practices in special education?

(A) National Council for Teacher Education (NCTE)
(B) National Council of Educational Research and Training (NCERT)
(C) Rehabilitation Council of India (RCI)
(D) National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities

31. The landmark legislation in India that first provided for a 3% reservation in government jobs for persons with disabilities and mandated "free education in an appropriate environment" for children with disabilities till the age of 18 years was:

(A) The Indian Mental Health and Clinical Rehabilitation Care Act, 1987
(B) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995
(C) The comprehensive and rights-based Rights of Persons with Disabilities (RPWD) Act enacted in the year 2016
(D) The statutory Rehabilitation Council of India (RCI) Professional Training Regulation Act, 1992

32. The National Trust Act, 1999, was enacted to protect and support persons with which specific group of developmental and neurological conditions?

(A) Blindness and Low Vision, Deaf and Hard of Hearing, Locomotor Disability, and Leprosy Cured persons
(B) Specific Learning Disabilities including Dyslexia, Dysgraphia, Dyscalculia, and ADHD symptoms
(C) Acid Attack Survivors, Parkinson's Disease, progressive Muscular Dystrophy, and Hemophilia conditions
(D) Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities

33. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:

Assertion (A): The Right of Children to Free and Compulsory Education (RTE) Act, 2009, through its amendment in 2012, explicitly includes children with disabilities in the definition of "child belonging to disadvantaged group."

Reason (R): The RTE Act, 2009, ensures that children with multiple and severe disabilities have the right to opt for home-based education as a part of their fundamental right to education.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

34. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, the number of specified disabilities was increased from 7 categories to:

(A) 15 categories
(B) 18 categories
(C) 21 categories
(D) 25 categories

35. Which centrally sponsored scheme, launched in 2009-10 to replace the earlier IEDC, aimed to enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of high school education (Classes IX to XII) in an inclusive environment?

(A) Inclusive Education for Disabled at Secondary Stage (IEDSS)
(B) Samagra Shiksha Abhiyan Unified School Education Scheme
(C) Rashtriya Uchchatar Shiksha Abhiyan (RUSA) for Higher Education
(D) District Primary Education Programme (DPEP) for decentralized planning

36. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, "benchmark disability" refers to a person having not less than what percentage of a specified disability?

(A) 33%
(B) 40%
(C) 50%
(D) 60%

37. Which of the following National Curricular Frameworks (NCF) in India dedicated a specific

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52. Consider the following pedagogical strategies:
I. Changing a multiple-choice exam from four options to two options.
II. Providing a student with dyslexia a text-to-speech software to read a grade-level textbook.
III. Reducing the spelling list from 20 words to 5 high-frequency words for a student with intellectual disability.
IV. Allowing a student with ADHD to take frequent supervised breaks during a standard test.
V. Assigning an alternative, lower-level math worksheet to a child while the rest of the class does algebra.
Which of the above strategies are classified as "Accommodations" rather than "Modifications"?
(A) I and III only
(B) II and IV only
(C) III and V only
(D) II, IV and V only

53. For a child with profound Visual Impairment (Blindness), which of the following accommodations is most appropriate for accessing printed textual information in a regular classroom?
(A) Distributing paper worksheets in large-print formats
(B) Providing refreshable Braille or screen readers
(C) Adjusting classroom seat-positioning closer to physical whiteboards
(D) Systematically reducing the decibel volume of teacher lectures

54. When planning environmental adaptations for a student with Hearing Impairment in an inclusive classroom, which of the following is the most effective accommodation?
(A) Adjusting study desks to face completely away from the main blackboard area to minimize ambient glare and eye strain.
(B) Distributing specialized tactile graphics, raised-line diagrams, and three-dimensional geometric models during math.
(C) Providing front-row seating with an unobstructed line of sight and an FM assistive listening device.
(D) Mechanically lowering or raising the physical height of standard wooden study desks to support seating posture.

55. For a student with Autism Spectrum Disorder (ASD) who experiences sensory overload due to fluorescent lighting and high-pitched classroom noises, which accommodation should the teacher implement first?
(A) Eliminating collaborative small-group learning activities in the classroom.
(B) Requiring the learner to remain seated near exit doorways during classroom lessons.
(C) Adjusting the rigorous grade-level curriculum down to elementary developmental milestones.
(D) Seating the student in a quiet, low-light corner and offering noise-canceling headphones.

56. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:
Assertion (A): Students with ADHD often benefit from structural classroom modifications such as preferential seating and flexible task durations.
Reason (R): These adjustments reduce peripheral distractions and match their attentional span, helping them self-regulate without lowering the academic rigor.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

57. Which of the following is an accommodation specifically tailored for a student with Dysgraphia during a long-form essay writing assessment?
(A) Reducing the general cognitive difficulty and length of essay topics.
(B) Providing speech-to-text tools or oral testing options.
(C) Strictly prohibiting the usage of integrated software spell-checkers.
(D) Requiring the candidate to draft twice the volume of standard written content.

58. For a student with Cerebral Palsy who has poor fine motor control and cannot grasp a standard pencil, which of the following is a physical accommodation?
(A) Replacing written assessments entirely with silent comprehension reading.
(B) Providing adaptive pencil grips or keyguard

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45. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:
Assertion (A): The RPWD Act, 2016, incorporates "reasonable accommodation" as a core principle for ensuring inclusion in education and employment.
Reason (R): Reasonable accommodation refers to necessary and appropriate modification and adjustments, without imposing a disproportionate or undue burden, to ensure persons with disabilities enjoy their rights on an equal basis.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. Under the RPWD Act, 2016, which of the following is recognized as a specific category under "Neurodevelopmental Disorders"?
(A) Cerebral Palsy and related neuromotor developmental coordination conditions
(B) Multiple Sclerosis disease and progressive Parkinson's Disease
(C) Specific Learning Disabilities and Autism
(D) Low Vision impairments and total physiological Blindness

47. Which international policy document first popularized the concept of "Inclusive Education" as a global mandate, shifting focus from "integration" to restructuring schools for all?
(A) United Nations Universal Declaration of Human Rights (1948)
(B) Salamanca Statement (1994)
(C) Biwako Millennium Framework for Inclusive Society (2002)
(D) Incheon Strategy to Make the Right Real for Persons with Disabilities (2012)

48. Consider the following pairs of international/ national policy instruments and their primary focus:
I. UNCRPD (2006) - Mandates inclusive education as a fundamental right under Article 24.
II. National Trust Act (1999) - Covers Autism, Cerebral Palsy, Intellectual Disability, and Multiple Disabilities.
III. RCI Act (1992) - Standardizes and monitors training of special education professionals.
IV. RTE Act (2009) - Guarantees free and compulsory elementary education to all children aged 6-14, with special provisions for children with disabilities.
Which of the above pairs are correctly matched?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

49. The Persons with Disabilities (PWD) Act of 1995 defined "disability" under how many distinct categories?
(A) 5
(B) 7
(C) 10
(D) 21

50. What is the fundamental statutory duty of local authorities and state governments under Section 3 of the Right to Education (RTE) Act, 2009, with respect to children with severe or multiple disabilities?
(A) To compulsorily enroll them in specialized institutionalized medical clinics or residential sanatoriums.
(B) To exempt them from completing standardized school-level examinations and assessments.
(C) To provide home-based education options if they cannot attend regular schools, according to parental preference.
(D) To mandate their placement in segregated special schools for children with disabilities.

51. In the pedagogy of inclusive education, what is the conceptual difference between "Accommodations" and "Modifications"?
(A) Accommodations change how students access the curriculum, while Modifications change the learning standards and expectations.
(B) Accommodations modify what a candidate is fundamentally expected to learn, whereas Modifications adjust the specific pedagogy.
(C) Accommodations are designed solely for physical limitations, whereas Modifications are applied exclusively for cognitive disabilities.
(D) Accommodations demand clinical intervention plans, whereas Modifications refer only to physical structural changes in classrooms.

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of all existing special schools to private non-governmental welfare organizations.

23. Which UNESCO convention adopted in 1960 explicitly prohibits any distinction, exclusion, limitation, or preference based on race, color, sex, language, religion, political opinion, national or social origin, economic condition, or birth in the field of education?
(A) Convention on the Rights of the Child
(B) Convention on the Elimination of All Forms of Discrimination Against Women
(C) Convention on the Rights of Persons with Disabilities
(D) Convention against Discrimination in Education

24. Article 24 of which international treaty specifically mandates State Parties to ensure an inclusive education system at all levels and lifelong learning directed to the full development of human potential and sense of dignity?
(A) UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006
(B) United Nations Convention on the Rights of the Child and Basic Welfare (UNCRC), 1989
(C) Salamanca Statement on Special Needs Education and Framework for Action, 1994
(D) Biwako Millennium Framework for Action towards an Inclusive Society, 2002

25. The famous guiding principle: "Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions" was adopted at which major international conference?
(A) Jomtien World Conference on Education for All and Basic Learning Needs (1990)
(B) Salamanca Conference on Special Needs Education (1994)
(C) World Education Forum on Dakar Framework for Action and Quality Education (2000)
(D) United Nations Convention on the Rights of Persons with Disabilities, New York (2006)

26. Consider the following statements regarding the Biwako Millennium Framework (BMF) for Action:
I. It was adopted by the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) in 2002.
II. It promotes a barrier-free and rights-based society for persons with disabilities in the Asia and Pacific region.
III. It explicitly outlines targets for early detection, early intervention, and education of children with disabilities.
IV. It was replaced by the Incheon Strategy "Make the Right Real" for the third Asian and Pacific Decade of Disabled Persons.
V. It prohibited the operation of special schools and mandated the closure of such facilities.
Which of the above statements are correct?
(A) I, II, III and V only
(B) I, II, III and IV only
(C) II, III, IV and V only
(D) I, III, IV and V only

27. Which national commission in India first recommended that the education of handicapped children should be an inseparable part of the general education system, suggesting integrated education for those who can be integrated?
(A) Kothari Commission (1964-66)
(B) Mudaliar Commission (1952-53)
(C) Yashpal Committee (1993)
(D) National Knowledge Commission (2005)

28. Under which scheme, launched in India in 1974, did the government first provide financial assistance for enrolling children with mild to moderate disabilities into regular schools?
(A) Sarva Shiksha Abhiyan (SSA)
(B) Inclusive Education for Disabled at Secondary Stage (IEDSS)
(C) Integrated Education for Disabled Children (IEDC)
(D) Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

29. The Rehabilitation Council of India (RCI) Act, 1992, was enacted primarily to:
(A) Allocate direct government grants for building accessible rehabilitation pathways and ramp facilities in secondary schools.
(B) Provide rehabilitation pension funds to support families caring for children with severe developmental delays.
(C) Monitor the strict implementation of employment reservations for persons with disabilities in central administrative jobs.
(D) Regulate training for rehabilitation professionals and maintain the Central Rehabilitation Register.

30. Read the scenario described below and answer the question that follows:
A local school administration refuses to hire a

keyboards.
(C) Excluding the student systematically from participating in classroom testing.
(D) Recommending home-based education instead of school enrollment.

59. Which of the following strategies is most appropriate for engaging and challenging a "Gifted and Talented" student in an inclusive classroom, avoiding simple busywork?
(A) Curriculum compacting combined with advanced tier-three open-ended inquiry projects.
(B) Assigning them the role of grading their classmates' homework papers.
(C) Mandating that they sit quietly and wait for the rest of the class to complete tasks.
(D) Giving them double the amount of the same repetitive practice worksheets.

60. Read the scenario described below and answer the question that follows:
Ananya is a ten-year-old student with Spina Bifida who uses a manual wheelchair. She is academically at grade level but struggles during science laboratory activities because the lab tables are too high, and there is no clearance for her wheelchair to fit underneath. This prevents her from performing experiments independently.
What is the most appropriate accommodation the school should implement to resolve this instructional and physical barrier?
(A) Excusing Ananya from all science experiments and assigning her textbook reading instead.
(B) Modifying the science curriculum to bypass laboratory work entirely for Ananya.
(C) Installing at least one height-adjustable, wheelchair-accessible lab table with proper knee clearance.
(D) Asking a classmate to perform all the experiments while Ananya watches and takes notes from a distance.

61. Which of the following is a primary step in planning and implementing curriculum adaptations for a child with special needs?
(A) Locating the formal medical diagnosis and replicating generic IEP templates from reference manuals.
(B) Lowering curriculum and task expectations for the entire classroom cohort to match the lowest score.
(C) Separating the student from general classroom peers and conducting remedial tutoring in total isolation.
(D) Assessing the child's baseline performance level and identifying learning barriers.

62. Which of the following modifications or accommodations is LEAST effective for a student with low vision?
(A) Distributing instructional worksheets and textbooks printed in high-contrast, large-size fonts.
(B) Presenting standard reading materials through electronic closed-circuit television (CCTV) magnification systems.
(C) Relying solely on visual blackboard diagrams without audio explanations.
(D) Distributing custom-ruled paper sheets with bold, heavy lines to guide handwriting and line alignment.

63. Consider the following adaptation strategies:
I. Using a peer buddy to read instructions aloud.
II. Providing a quiet workspace or study carrel.
III. Allowing the use of a calculator for basic multiplication facts.
IV. Substituting a written exam with a tactile-sensory project.
Which of the above adaptations are most beneficial for a student diagnosed with a specific learning disability in mathematics (Dyscalculia)?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, III and IV only

64. When teaching abstract mathematical concepts to a student with moderate intellectual disability, which instructional adaptation should a teacher prioritize?
(A) Directing the student to mentally memorize highly complex, theoretical algebraic formulas.
(B) Assigning timed, high-speed computational mental mathematics worksheets to build rapid recall.
(C) Removing numerical concepts entirely from the student's Individualized Education Program (IEP).
(D) Applying the Concrete-Representational-Abstract (CRA) sequence with physical manipulatives.

65. What accommodation is highly recommended for a student with a Tremor or Locomotor disability

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ANSWERS

1. (A) Integration places children in regular classrooms without structural changes, while Inclusion requires systemic restructuring.
Integration focuses on placing students with disabilities into existing mainstream structures without making fundamental changes to the school environment. In contrast, inclusion requires a comprehensive systemic restructuring of the educational framework to accommodate the diverse needs of all learners. It shifts the responsibility from the student adjusting to the school to the school adapting for the student.

2. (C) Segregation
Segregation occurs when children with disabilities are educated in isolated environments away from their non-disabled peers. This model operates on the assumption that certain students cannot benefit from regular education and require specialized settings. It reinforces physical and social barriers by creating a dual system of education rather than promoting a unified, diverse learning environment for all.

3. (A) Both A and R are true and R is the correct explanation of A
Inclusive education prioritizes equity by recognizing that students have diverse requirements and need tailored support to succeed. While equality provides the same resources to everyone, equity ensures that individuals receive specific accommodations to access learning opportunities on an equal basis. This individualized approach is essential for overcoming barriers and achieving meaningful participation for every learner in the classroom.

4. (D) Physical barrier
Physical barriers in education refer to structural or environmental obstacles that prevent access for individuals with mobility or sensory impairments. Inaccessible toilets and the absence of ramps directly impede the movement and participation of students who use wheelchairs. Such infrastructural deficits represent a failure to provide an accessible learning environment, which is a fundamental requirement for achieving school-level inclusion.

5. (B) Teacher low expectations toward students with intellectual disabilities via the Pygmalion effect.
Marginalization often manifests psychologically through the low expectations teachers may hold for students with intellectual disabilities. This phenomenon, known as the Pygmalion effect, occurs when these perceptions influence student performance, leading to a self-fulfilling prophecy of underachievement. Such attitudes create an invisible barrier that restricts the academic potential and social belonging of learners within a regular school environment.

6. (C) Inclusive education
The core philosophy of inclusive education views student diversity as a valuable resource that enriches the learning experience for everyone. By welcoming varied linguistic, socio-cultural, and learning backgrounds, schools foster an environment of mutual respect and collaboration. This approach rejects the idea of homogeneity and instead focuses on adapting pedagogical practices to meet the unique needs of every student.

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7. (B) II and III only
Inclusive education principles emphasize that access extends beyond physical entry into a building to include meaningful participation in all school activities. Equity requires adapting resources and instruction to meet diverse needs rather than treating everyone identically. Furthermore, empowerment enables students with disabilities to develop self-advocacy skills, ensuring they become active participants and decision-makers in their own educational journeys.

8. (A) VARK Model
The VARK model is a learning style taxonomy that identifies four primary sensory modalities for processing information. It categorizes learners into visual, auditory, reading/writing, and kinesthetic profiles. By understanding these preferences, educators can design multimodal lessons that cater to the diverse strengths of all students. This approach ensures that

72. Which of the following classroom applications corresponds to the UDL principle of "Multiple Means of Representation"?
(A) Presenting curriculum content through text, audio formats, visual organizers, and tactile models.
(B) Offering choices between writing traditional papers, drafting digital slide decks, or giving oral speeches.
(C) Designing options that promote student self-regulation strategies, peer collaboration, and interest-based tasks.
(D) Setting up structured classroom reinforcement models and token economy charts to incentivize on-task academic behavior.

73. Consider the following peer-mediated instructional strategies:
I. Class Wide Peer Tutoring (CWPT)
II. Peer Assisted Learning Strategies (PALS)
III. Reciprocal Peer Tutoring (RPT)
Which of the above strategies can be effectively utilized to support academic inclusion in a diverse classroom?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

74. In "Class Wide Peer Tutoring" (CWPT), how are the roles of "Tutor" and "Tutee" typically structured?
(A) Academic high-achievers permanently serve as tutors, while struggling peers and CWSN remain the tutees.
(B) Students are paired and reciprocally switch tutor and tutee roles during structured sessions.
(C) The general teacher operates continuously as the active tutor, while the student group serves as passive tutees.
(D) The credentialed special educator takes the tutoring role, while the classroom teacher functions as the tutee.

75. Peer Assisted Learning Strategies (PALS) is highly structured and incorporates which of the following reading-based strategic activities?
(A) Partner reading, paragraph shrinking, and prediction relay.
(B) Sight-word memorization, silent reading, and spelling drills.
(C) Choral reading, copy-cover-compare, and vocabulary flashcards.
(D) Speed reading, phonics parsing, and dictionary lookup.

76. In UDL, offering students a choice of tools, variable levels of challenge, and opportunities to work in diverse grouping arrangements primarily addresses which principle?
(A) Multiple Means of Representation
(B) Multiple Means of Action and Expression
(C) Multiple Means of Engagement
(D) Multiple Means of Standardized Assessment

77. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:
Assertion (A): Universal Design for Learning (UDL) benefits all students in the classroom, not just those with identified disabilities.
Reason (R): UDL proactively designs flexible learning environments and minimizes barriers at the instructional design stage, catering to the natural variability of all learners.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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78. Which of the following is an example of the UDL principle "Multiple Means of Action and Expression" in assessment?
(A) Requiring every student in the cohort to complete an identical, standardized, paper-and-pencil terminal test.
(B) Distributing the core course textbook in multiple formats including physical print, digital text, and Braille options.
(C) Allowing students to demonstrate mastery by writing papers, building 3D models, or recording podcasts.
(D) Designing cooperative small-group student learning arrangements organized strictly according to family socio-economic status.

79. When a teacher designs a lesson plan using the UDL framework, when should adaptations and assistive technology considerations be integrated?
(A) Systematically after an exceptional student fails to pass the baseline standardized class exams.
(B) Proactively, during the initial instructional

lesson simultaneously to their respective group to increase student participation and allow closer monitoring.
Which co-teaching model are they implementing?
(A) One Teach, One Observe
(B) Alternative Teaching
(C) Station Teaching
(D) Parallel Teaching

94. What is a key barrier to effective collaboration between general education teachers and special educators in inclusive schools?
(A) Scheduling designated common planning periods during standard active school hours.
(B) Establishing clear, mutually structured professional duties and job descriptions.
(C) Communication deficits, lack of administrative backing, and boundary conflicts.
(D) Participating in scheduled, collaborative school professional development programs.

95. Read the case study given below and answer the question that follows:
Rahul's mother is highly concerned that her nine-year-old son, who has moderate Cerebral Palsy, is not being included in the school's annual stage performance. The class teacher tells her that Rahul cannot participate because the stage lacks steps with a handrail, and his movements might disrupt the choreography. Rahul's mother decides to advocate for her son's right to participation. She schedules a meeting with the principal, carrying a copy of the RPWD Act, 2016.
Which advocacy approach is Rahul's mother primarily demonstrating?
(A) Deficit-oriented medical advocacy
(B) Rights-based family-led advocacy
(C) Institutional dependency advocacy
(D) Segregation-seeking legal advocacy

96. When a special educator collaborates with physical therapists, occupational therapists, and speech-language pathologists to support a child with multiple disabilities, this professional arrangement is best described as:
(A) Isolated monodisciplinary systems
(B) Non-professional community networks
(C) Unilateral teacher intervention models
(D) Interdisciplinary collaboration

97. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:
Assertion (A): Involving families of children with special needs in the transition planning process (from school to vocational life) is highly essential.
Reason (R): Families provide vital, long-term contextual knowledge about the child's strengths, preferences, interests, and home-based support systems, which helps ensure a realistic and continuous rehabilitation plan.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

98. Which of the following is a primary responsibility of a school counselor/psychologist in facilitating inclusive education?
(A) Conducting clinical intelligence tests in isolation to recommend student suspension or school expulsion.
(B) Designing the complex secondary academic syllabus and textbook guidelines for all core subject matters.
(C) Offering social-emotional guidance, behavioral support plans, and peer empathy counseling.
(D) Directly financing and managing physical infrastructural renovations of the public educational facility.

99. What does the term "Parent Advocacy" imply in special education?
(A) Parents actively seeking the services, rights, and accommodations required for their child.
(B) Parents serving as licensed legal representatives and defense attorneys for the local district school board.
(C) Parents taking complete control of daily academic instruction and teaching from credentialed classroom teachers.
(D) Parents contributing additional discretionary financial donations or premium fees directly to school management.

100. In an inclusive school, a "Resource Room" is primarily designed to serve which function?
(A) A segregated classroom where students with special needs are separated from peers during the school day.
(B) A secondary storage room designed specifically for keeping surplus athletic gear,

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educators, parents, administrators, and therapists.
(D) The external block education officer working within local municipal administrative headquarters.

87. What is the role of parents of children with special needs in the context of inclusive education as emphasized by modern frameworks?
(A) Functioning as passive recipients of administrative decisions regarding school placement.
(B) Directly financing and paying the monthly salary packages of the school's contracted special education staff.
(C) Providing daily personal assistance and physical care to their child during class hours.
(D) Active, equal partners and key decision-makers in developing their child's IEP.

88. In an inclusive school, "Co-teaching" is a collaborative model where:
(A) A general teacher and a special educator share planning, instruction, and assessments in a shared classroom.
(B) Two general educators deliver completely different academic subjects to separate classroom cohorts of the same grade.
(C) An older high-achieving student tutors a younger candidate in a separate, isolated remedial coaching session.
(D) A parent and a licensed medical therapist carry out clinical rehabilitation routines outside standard school hours.

89. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:
Assertion (A): Strong school leadership is crucial for the sustainable implementation of inclusive education practices.
Reason (R): School administrators and principals set the cultural tone, allocate necessary budgets for physical and instructional accessibility, and facilitate collaborative planning time for teachers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

90. Which of the following co-teaching models involves one teacher leading the whole-group instruction while the other teacher circulates the room to provide targeted, quiet support to individual students who need assistance?
(A) Station Teaching Model
(B) One Teach, One Assist
(C) Parallel Teaching Model
(D) Alternative Teaching Model

91. In a "Station Teaching" co-teaching arrangement:
(A) Teachers divide content and instruct distinct student groups at learning stations while students rotate.
(B) Both instructors stand adjacent at the front of the hall and deliver an identical lecture plan simultaneously.
(C) One instructor conducts core class lessons indoors, while the secondary partner supervises students outdoors.
(D) One educator teaches typical learners in the class, while the partner instructs disabled peers in another room.

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92. Consider the following activities related to inclusive educational advocacy and leadership:
I. Organizing school-wide disability awareness workshops and neurodiversity celebration days.
II. Conducting regular physical and digital accessibility audits of the school premises.
III. Creating professional learning communities (PLCs) for teachers to share inclusive strategies.
IV. Advocating for the allocation of school budgets toward assistive technologies and sensory rooms.
V. Advising parents of CWSN to transfer their children to special schools to maintain school ranking.
Which of the above actions represent positive, inclusive advocacy and leadership by school stakeholders?
(A) I, II, III and V only
(B) I, II, III and IV only
(C) II, III, IV and V only
(D) I, III, IV and V only

93. Read the scenario described below and answer the question that follows:
A general education teacher and a special educator are planning a social studies unit. They decide to split the class of 28 students into two equal groups of 14, and each teacher delivers the same

affecting coordination during a drawing or sketching lesson?
(A) Using digital art applications with touch/ switch accessibility options.
(B) Exempting the student from the visual arts curriculum during class hours.
(C) Requining the student to use standard thin-tipped ink pens and markers without physical support.
(D) Grading them exclusively on their mechanical capacity to grip and hold drawing utensils traditionally.

66. A child with Sensory Processing Disorder (Hypersensitivity) reacts with extreme distress to the school bell. Which accommodation is most immediate and practical?
(A) Deactivating the school-wide bell system for all classes.
(B) Restricting the child to remain inside the empty homeroom during all recreational breaks and lunch periods.
(C) Allowing the student to use noise-attenuating headphones prior to scheduled bell times.
(D) Introducing intensive clinical desensitization therapy sessions right in the middle of daily lessons.

67. Under the classification of curriculum adaptations, "substitution" refers to:
(A) Swapping a complex content area with a functional skills curriculum relevant to student goals.
(B) Hiring a temporary guest or substitute educator to assume instruction within the inclusive classroom setting.
(C) Simply altering the background color tint or paper stock of written student tests to enhance visual ease.
(D) Standardizing public elementary and secondary education syllabi uniformly across all geographical borders.

68. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R). Read the statements and choose the correct option:
Assertion (A): Curriculum compacting is an effective strategy for gifted learners in an inclusive classroom.
Reason (R): It eliminates instructional material that the student has already mastered, allowing them to spend time on more challenging enrichment or acceleration activities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. Which of the following represents an instructional adaptation for a student with Down Syndrome who has short-term memory deficits?
(A) Delivering an extended, fast-paced verbal lecture sequence with zero pictorial resources or checkpoints.
(B) Segmenting tasks into small sequential steps using systematic visual schedules.
(C) Presenting a heavy workload of highly abstract structural facts without providing any concrete models.
(D) Requiring the student to work independently without paraprofessional support.

70. For a student with Duchenne Muscular Dystrophy who experiences progressive physical fatigue over the course of the school day, which modification/ accommodation is most appropriate?
(A) Significantly increasing weekly physical education requirements to artificially build core muscle tone.
(B) Extending compulsory classroom hours by two hours daily to facilitate the slow paced completion of work.
(C) Scheduling high-energy subjects in the morning and incorporating regular rest intervals.
(D) Restricting the student to the medical room during academic sessions.

71. Universal Design for Learning (UDL) is an educational framework based on three primary brain networks. What are these three core principles of UDL?
(A) Multiple Means of Selection, Multiple Means of Correction, and Multiple Means of Learning Retention
(B) Multiple Means of Clinical Diagnostics, Multiple Means of Rehabilitation, and Multiple Means of Placement
(C) Multiple Means of Lecture Instruction, Multiple Means of Homework Delivery, and Multiple Means of Grading
(D) Multiple Means of Engagement, Multiple Means of Representation, Multiple Means of Action and Expression

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broken furniture, and textbooks.

(C) A clinical medical suite where hospital staff execute complex physical therapies for children with physical delays.

(D) A supportive room with specialized materials where special educators deliver targeted, short-duration support.

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design and planning stage.
(C) Chronologically at the very end of the academic school term, during final summative grading audits.
(D) Following the submission of a formal, written parental complaint to school administrators.

80. Read the scenario described below and answer the question that follows:
Ms. Shalini, a primary grade teacher, wants to implement "Peer Assisted Learning Strategies" (PALS) for reading in her inclusive class of 30 students, which includes two students with dyslexia and one with mild intellectual disability. She pairs students systematically based on their reading levels (e.g., pairing a high-average reader with a low-average reader) and uses highly structured script-based instruction for reading fluency.
Which of the following is the most critical factor for the success of Ms. Shalini's PALS program?
(A) Ensuring that the tutor performs the written work while the tutee remains passive.
(B) Excluding the special educator from monitoring classroom peer tutoring sessions.
(C) Maintaining the same student pairings without change throughout the school year.
(D) Explicitly training students on PALS procedures and constructive feedback delivery.

81. Under the UDL guidelines, providing options for "Language, Mathematical Expressions, and Symbols" is a sub-guideline of which major principle?
(A) Multiple Means of Representation
(B) Multiple Means of Engagement
(C) Multiple Means of Action and Expression
(D) Multiple Means of External Reinforcement

82. Which of the following is a primary benefit of Peer-Mediated Instruction (PMI) for students with disabilities in an inclusive setting?
(A) It replaces the need for teacher-led or whole-group instruction in the classroom.
(B) It allows the general educator to physically leave the active instructional classroom space during academic sessions.
(C) It increases social integration, peer academic engagement, and mutual diversity acceptance.
(D) It ensures that students with intellectual disabilities secure higher test grades than their peers.

83. Consider the following assessment strategies under the Universal Design for Learning (UDL) framework:
I. Providing text-to-speech for reading comprehension tests where decoding is not the construct being measured.
II. Offering flexible time limits for all students during exams.
III. Using digital portfolios where students can upload audio, video, or written work.
IV. Adhering strictly to a single, paper-based, multiple-choice format to ensure objective standardization.
Which of the above are aligned with inclusive, universally designed assessment practices?
(A) I and IV only
(B) II and III only
(C) I, II and III only
(D) I, III and IV only

84. In cooperative learning, which term refers to the structure where each member of a group is responsible for learning a specific portion of the academic material and teaching it to their teammates?
(A) Direct Instruction
(B) Token Economy
(C) Lecture Demonstration
(D) Jigsaw Method

85. When using UDL to engage learners, how can a teacher optimize "relevance, value, and authenticity"?
(A) By assigning repetitive, rote-memorization tasks from standard textbooks.
(B) By linking learning objectives to real-world issues and student interests.
(C) By preventing students from choosing or designing their own research topics.
(D) By utilizing a highly rigid, punitive assessment and grading scale structure to enforce behavioral compliance.

86. Which of the following stakeholders is primarily responsible for drafting, monitoring, and revising the Individualized Education Program (IEP) for a child with special needs in an inclusive school?
(A) The licensed clinical medical specialist operating independently from the classroom environment.
(B) The school principal or managing director designing student programs in administrative isolation.
(C) A collaborative team of teachers, special

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instructional delivery is accessible and engaging for every learner.

9. (B) The use of a single, rigid, lecture-based teaching method with no visual aids or hands-on activities.
Instructional barriers arise when teaching methods are rigid and fail to account for different learning needs. Relying exclusively on a single lecture-based approach without visual aids or hands-on activities excludes students who require alternative modes of engagement. Effective inclusion demands pedagogical flexibility, where diverse instructional strategies are utilized to ensure that all learners can comprehend and interact with the curriculum.

10. (B) Social participation and classmate acceptance
Assigning structured roles within collaborative groups is a strategy designed to foster social participation and classmate acceptance. For students with intellectual disabilities, these structured interactions help overcome social isolation by providing clear ways to contribute. This pedagogical intervention ensures that the student is not just physically present but is meaningfully engaged and valued by their peers during classroom activities.

11. (A) Translanguaging and incorporating culturally responsive pedagogy
Addressing linguistic and socio-cultural multiplicity requires a shift toward translanguaging and culturally responsive pedagogy. Translanguaging allows students to use their full linguistic repertoire, while culturally responsive practices integrate students' backgrounds into the curriculum. These methods validate diverse identities and promote an inclusive environment where every student feels represented. This approach enhances academic engagement and fosters a sense of belonging.

12. (A) Both A and R are true and R is the correct explanation of A
Attitudinal barriers are frequently more challenging to address than physical ones because they are deeply embedded in societal prejudices and misconceptions. While structural changes like ramps are tangible, shifting ingrained biases requires long-term awareness and education. These negative perceptions regarding the capabilities of individuals with disabilities often serve as the most significant hurdle to achieving genuine inclusion and social equity.

13. (D) Moral/Charity Model
The moral or charity model of disability frames individuals as victims deserving of pity or as burdens on society. This perspective focuses on benevolence and welfare rather than rights and empowerment. By viewing disability through the lens of tragedy or divine punishment, this model reinforces dependency and fails to acknowledge the societal barriers that prevent full participation and equality.

14. (C) A teacher assuming a student with autism cannot learn academic skills and needs only basic self-care training.
Attitudinal barriers in education often manifest when teachers hold preconceived notions about the limited potential of students with disabilities. Assuming that a student with autism is incapable of learning academic skills and only requires self-care training is a prime example. These low expectations restrict the student's access to a full curriculum and undermine the fundamental principles of inclusion.

15. (B) Integrated Education
Integrated education is characterized by its focus on the student's perceived deficit and the expectation that the learner must adapt to an existing, rigid curriculum. Unlike inclusion, it does not involve systemic changes to the school environment. The responsibility for success lies primarily with the child, as the instructional methods and school structures remain largely unchanged and teacher-directed.

16. (D) Promote self-determination, self-advocacy, and active decision-making in students.
The principle of empowerment in an inclusive classroom aims to foster self-determination and self-advocacy among students. It focuses on enabling learners to make their own decisions and actively participate in their education. By promoting independence and confidence, empowerment helps students overcome societal barriers and prepares them for future challenges, ensuring they have a voice in shaping their own lives.

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17. (A) It locates the problem of disability within the individual's functional limitations.
The social model of disability argues that disability is caused by the way society is organized rather than by an individual's impairment. It identifies environmental, systemic, and attitudinal barriers as the primary disabling factors. Locating the problem within a person's functional limitations is actually a characteristic of the medical model, which the social model seeks to challenge and replace.

18. (C) Variation in student learning styles
Using a variety of instructional tools, such as visual charts, auditory descriptions, and concrete objects, addresses the diverse learning styles present in a classroom. This multimodal approach ensures that information is accessible to students regardless of their sensory preferences or cognitive strengths. By varying pedagogical methods, teachers create a more inclusive environment that supports the academic success of every learner.

19. (A) Teacher's assumption that CWSN lowers school averages – Attitudinal Barrier
An attitudinal barrier involves the beliefs and perceptions held by individuals that hinder the inclusion of persons with disabilities. A teacher's assumption that students with special needs will lower school averages is a clear example of such a barrier. These negative attitudes create a hostile or unwelcoming environment, significantly impacting the educational opportunities and self-esteem of the students involved.

20. (D) Relevance
Relevance as a principle of inclusive education ensures that the curriculum is meaningful and directly applicable to a student's current and future life needs. It involves tailoring educational experiences to be context-appropriate and functional for the individual learner. By focusing on relevance, educators can help students with special needs acquire practical skills that enhance their independence and quality of life.

21. (A) Both A and R are true and R is the correct explanation of A
The Universal Declaration of Human Rights established the global foundation for education as a fundamental right. Article 26 specifically mandates that education should be free and compulsory at the elementary stages, aiming for the full development of the human personality. This commitment provided the essential framework for later international efforts to ensure that all individuals have access.

22. (C) Meeting basic learning needs and providing universal access to primary education for all vulnerable groups.
The 1990 World Declaration on Education for All, adopted in Jomtien, shifted the global focus toward meeting basic learning needs for everyone. It emphasized the importance of providing universal access to primary education, especially for vulnerable and marginalized groups. This declaration was a pivotal moment in the movement toward inclusive education, advocating for the removal of barriers to learning.

23. (D) Convention against Discrimination in Education
The UNESCO Convention against Discrimination in Education, adopted in 1960, is a landmark international treaty that prohibits any form of exclusion or preference in the field of education. It explicitly forbids discrimination based on race, gender, religion, or social origin. This convention serves as a critical legal instrument for ensuring that all individuals have equal access to quality educational opportunities worldwide.

24. (A) UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities mandates that State Parties ensure an inclusive education system at all levels. It emphasizes the goal of developing human potential, dignity, and self-worth. This treaty provides a comprehensive rights-based framework, requiring schools to provide necessary support and reasonable accommodations to facilitate the full participation of students with disabilities.

25. (B) Salamanca Conference on Special Needs Education (1994)
The Salamanca Statement on Special Needs Education, adopted in 1994, is a defining document for the global inclusive education movement. It asserts that schools must accommodate all children, regardless of their physical, intellectual, or social conditions. This guiding principle challenged traditional segregated systems and called for the restructuring of mainstream

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schools to become inclusive environments that value and support all learners.

26. (B) I, II, III and IV only
The Biwako Millennium Framework was adopted by UNESCAP in 2002 to promote a barrier-free and rights-based society for persons with disabilities in the Asia-Pacific region. It set specific targets for early intervention and education while emphasizing the removal of social obstacles. Although it was later succeeded by the Incheon Strategy, it did not mandate the closure of special school facilities.

27. (A) Kothari Commission (1964-66)
The Kothari Commission was the first national commission in India to recommend that the education of children with disabilities should be integrated into the general school system. It suggested that students who could be educated alongside their non-disabled peers should be given the opportunity to do so. This recommendation laid the initial groundwork for moving away from purely segregated educational models.

28. (C) Integrated Education for Disabled Children (IEDC)
The Integrated Education for Disabled Children scheme, launched in 1974, was India's first major initiative to provide financial support for enrolling children with disabilities in regular schools. It aimed to facilitate the integration of students with mild to moderate impairments by providing resources for books, equipment, and teacher training. This scheme marked the beginning of formal efforts toward integrated education.

29. (D) Regulate training for rehabilitation professionals and maintain the Central Rehabilitation Register.
The Rehabilitation Council of India Act was enacted in 1992 to regulate and standardize the training of rehabilitation professionals. Its primary function is to maintain the Central Rehabilitation Register and ensure the quality of special education and rehabilitation services. By setting professional standards, the RCI ensures that qualified personnel are available to support individuals with disabilities across the country.

30. (C) Rehabilitation Council of India (RCI)
The Rehabilitation Council of India is the statutory body responsible for regulating the training and professional conduct of special educators and rehabilitation experts. It sets the standards for qualifications and registration required to practice in the field of special education. In cases where professional recruitment standards are violated, the RCI serves as the authoritative body to address such grievances and enforce compliance.

31. (B) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995
The Persons with Disabilities Act of 1995 was a landmark piece of legislation in India that first provided a 3% reservation in government jobs. It also mandated that children with disabilities receive free education in an appropriate environment until the age of 18. This act represented a significant shift toward recognizing the legal rights and participation of individuals with disabilities.

32. (D) Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities
The National Trust Act of 1999 was specifically enacted to support and protect individuals with four types of developmental conditions. These include autism, cerebral palsy, mental retardation (now referred to as intellectual disability), and multiple disabilities. The act focuses on providing welfare schemes, legal guardianship, and support services to ensure the well-being and rights of persons living with these specific challenges.

33. (B) Both A and R are true but R is not the correct explanation of A
The Right to Education Act, through its 2012 amendment, explicitly includes children with disabilities within the definition of disadvantaged groups. It also acknowledges the right of children with multiple or severe disabilities to opt for home-based education if necessary. These provisions ensure that all children, regardless of the severity of their condition, have a recognized legal right to access education.

34. (C) 21 categories
The Rights of Persons with Disabilities Act of 2016 significantly expanded the scope of legal recognition by increasing the number of specified disability categories from 7 to 21. This expansion includes conditions such as acid attack survivorship, blood disorders, and Parkinson's disease. By broadening these definitions, the act

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long-term goals. This modification is typically used for students with significant cognitive disabilities to ensure their education focuses on practical life skills. Substitution aims to make learning more meaningful and useful for the individual's future independence.

68. (A) Both A and R are true and R is the correct explanation of A
Curriculum compacting is an instructional strategy designed to meet the needs of gifted learners by eliminating material they have already mastered. This process allows teachers to streamline the standard curriculum, creating time for more challenging enrichment or acceleration activities. By avoiding repetitive instruction, compacting keeps advanced students engaged and ensures that their learning time is spent on new and meaningful academic challenges.

69. (B) Segmenting tasks into small sequential steps using systematic visual schedules.
Students with Down Syndrome who experience short-term memory deficits benefit from instructional adaptations that break information into manageable pieces. Segmenting tasks into small sequential steps and using visual schedules provides a clear roadmap for the learner. These visual cues serve as external memory aids, helping the student stay on track and successfully complete complex activities without becoming overwhelmed by verbal instructions.

70. (C) Scheduling high-energy subjects in the morning and incorporating regular rest intervals.
Duchenne Muscular Dystrophy often causes progressive physical fatigue, making it difficult for students to sustain energy throughout the entire school day. An appropriate accommodation involves scheduling high-energy or cognitively demanding subjects during the morning hours when the student is most alert. Incorporating regular rest intervals ensures the student can manage their physical stamina and continue participating in academic sessions without experiencing extreme exhaustion.

71. (D) Multiple Means of Engagement, Multiple Means of Representation, Multiple Means of Action and Expression
Universal Design for Learning is built upon three core principles based on neurological research: multiple means of engagement, representation, and action and expression. These principles aim to provide flexible learning environments that cater to the variability of all students. By offering various ways to motivate learners, present information, and demonstrate knowledge, UDL proactively removes barriers and ensures that instruction is accessible to everyone.

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72. (A) Presenting curriculum content through text, audio formats, visual organizers, and tactile models.
The UDL principle of multiple means of representation focuses on providing various ways for students to perceive and comprehend information. This involves presenting curriculum content through a mix of text, audio, visual organizers, and tactile models. By offering information in multiple formats, educators ensure that students with different sensory or cognitive processing needs can access the same core concepts as their peers.

73. (D) I, II and III
Peer-mediated instructional strategies, including Class Wide Peer Tutoring, Peer Assisted Learning Strategies, and Reciprocal Peer Tutoring, are highly effective for supporting inclusion. These approaches leverage the social dynamics of the classroom to enhance academic learning and social integration. By involving all students in tutoring roles, these strategies foster a collaborative environment where diversity is valued and every learner has the opportunity to succeed.

74. (B) Students are paired and reciprocally switch tutor and tutee roles during structured sessions.
In Class Wide Peer Tutoring, students are typically paired and take turns playing the roles of both tutor and tutee. This reciprocal structure ensures that all students, including those with disabilities, have the opportunity to teach and learn from their peers. This switching of roles promotes active engagement, reinforces academic content, and builds social confidence among all members of the inclusive classroom.

75. (A) Partner reading, paragraph shrinking, and prediction relay.
Peer Assisted Learning Strategies for reading incorporates highly structured activities such as partner reading, paragraph shrinking, and prediction relay. These strategies are designed to improve reading fluency and comprehension through collaborative peer interaction. By

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43. (A) Rights of Persons with Disabilities Act — 2011
The Rights of Persons with Disabilities Act was enacted by the Indian Parliament in the year 2016, not 2011. This legislation replaced the older 1995 act and brought Indian law in line with international standards. Correctly identifying the enactment years of major policies is essential for understanding the historical progression of disability rights and educational frameworks within the national context.

44. (C) Enrolling children in general schools if possible, while preparing those with severe disabilities in special schools first.
The 1992 Programme of Action, which revised the 1986 National Policy on Education, emphasized a tiered approach to the placement of children with disabilities. It advocated for enrolling children in general schools whenever possible. For those with severe or multiple disabilities, the policy suggested initial preparation in special schools to equip them with the necessary skills before attempting integration into mainstream environments.

45. (A) Both A and R are true and R is the correct explanation of A
Reasonable accommodation is a central principle of the RPWD Act, 2016, involving necessary adjustments to ensure persons with disabilities can enjoy their rights on an equal basis. These modifications are implemented without imposing an undue or disproportionate burden on the institution. By providing such accommodations, schools and workplaces can effectively remove barriers and create an environment that truly supports the inclusion of all individuals.

46. (C) Specific Learning Disabilities and Autism
Under the Rights of Persons with Disabilities Act, 2016, specific learning disabilities and autism are classified as neurodevelopmental disorders. These conditions affect how the brain processes information and interacts with the environment. Recognizing them under this specific category ensures that students with these conditions receive targeted support and accommodations within the educational system to address their unique cognitive and social needs.

47. (B) Salamanca Statement (1994)
The Salamanca Statement is globally recognized for popularizing the concept of inclusive education and shifting the focus from simply integrating individuals to restructuring entire school systems. It advocated for schools to become inclusive by design, rather than requiring students to fit into pre-existing models. This document served as a catalyst for educational reforms worldwide, promoting the right of every child to be educated in mainstream settings.

48. (D) I, II, III and IV
International and national policy instruments work together to safeguard the rights of individuals with disabilities. The UNCRPD establishes education as a fundamental right, while the National Trust Act covers specific developmental conditions. Similarly, the RCI Act regulates professional training standards, and the RTE Act ensures free elementary education for all. These frameworks collectively provide the legal and structural basis for achieving comprehensive inclusion.

49. (B) 7
The original Persons with Disabilities Act of 1995 identified seven distinct categories of disability. These included blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation, and mental illness. While this was a groundbreaking step at the time, the subsequent 2016 legislation significantly expanded this list to include 21 categories, reflecting a more modern and inclusive understanding of various health conditions.

50. (C) To provide home-based education options if they cannot attend regular schools, according to parental preference.
Section 3 of the Right to Education Act, 2009, acknowledges that children with severe or multiple disabilities may face unique challenges in attending regular schools. Consequently, it provides for home-based education options as part of the fundamental right to education, depending on parental preference. This provision ensures that even those with the most significant support needs are legally entitled to receive structured educational services.

51. (A) Accommodations change how students access the curriculum, while Modifications change the learning standards and expectations.
In inclusive pedagogy, accommodations refer to changes in how a student accesses information or demonstrates learning without altering the

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ensures that a wider range of individuals can access statutory benefits and protections.

35. (A) Inclusive Education for Disabled at Secondary Stage (IEDSS)
The Inclusive Education for Disabled at Secondary Stage scheme was launched to provide students with disabilities the opportunity to complete high school education in an inclusive setting. Replacing the earlier IEDC, it focuses on students in classes IX to XII who have completed elementary schooling. The scheme provides support for assistive devices, teacher training, and the removal of architectural barriers in secondary schools.

36. (B) 40%
Under the Rights of Persons with Disabilities Act of 2016, a benchmark disability is defined as having at least 40% of a specified disability. This percentage is certified by a competent medical authority and serves as the threshold for accessing various government benefits and reservations. This clear quantitative definition helps in the standardized implementation of rights and support services for individuals.

37. (D) NCF 2005
The National Curricular Framework of 2005 dedicated a specific section to the education of children with special needs, advocating for a transition from integrated to inclusive education. It emphasized the need for schools to become flexible and responsive to the diverse requirements of all learners. NCF 2005 highlighted that inclusion is a process of removing barriers and fostering a welcoming culture.

38. (C) Socio-Economically Disadvantaged Groups (SEDGs)
The National Education Policy 2020 introduces the term Socio-Economically Disadvantaged Groups to categorize children facing various barriers to education. This broad category includes children with disabilities, girls, transgender individuals, and socio-culturally marginalized groups. By using this umbrella term, the policy aims to address the intersecting factors of exclusion and ensure targeted support for all learners who are historically underserved.

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39. (D) Supporting home-based education options for benchmark disabilities and training specialized home educators.
NEP 2020 includes provisions to support home-based education options specifically for children with benchmark disabilities who may face extreme difficulty attending regular schools. The policy emphasizes the training of specialized home educators to ensure quality learning occurs in domestic settings. This approach acknowledges the need for flexible educational pathways while maintaining a commitment to the fundamental right to education for everyone.

40. (D) I, II and III
The PWD Act of 1995, the RTE Act of 2009, and the RPWD Act of 2016 all contribute to the legal mandate for free education for children with disabilities. Specifically, these frameworks ensure that children with benchmark disabilities have the right to free education until they reach the age of 18. This extended age limit recognizes the unique developmental and educational needs of these students.

41. (B) Prevention, Rehabilitation, and Equal Opportunity & Inclusion
The National Policy for Persons with Disabilities, 2006, is built upon three primary pillars: prevention, rehabilitation, and the provision of equal opportunities and inclusion. It aims to reduce the occurrence of disabilities while ensuring that those living with impairments have access to necessary services and full participation in society. This policy reflects a holistic approach to empowerment, moving away from a purely welfare-based model.

42. (B) Providing customized aids, assistive devices, materials, and escort allowances for CWSN.
Within the Samagra Shiksha scheme, the inclusive education component focuses on providing practical support to children with special needs. This includes the provision of customized aids, assistive devices, learning materials, and escort allowances to facilitate school attendance. By addressing these specific needs, the scheme aims to remove barriers to access and ensure that students can participate effectively in mainstream classrooms.

for advanced, open-ended inquiry projects. This approach ensures that these learners remain engaged and challenged, preventing the boredom that often occurs when they are required to follow the standard pace of instruction.

60. (C) Installing at least one height-adjustable, wheelchair-accessible lab table with proper knee clearance.
Physical barriers in a science laboratory can be addressed through environmental adaptations that ensure accessibility for all students. Installing a height-adjustable, wheelchair-accessible lab table with proper knee clearance allows a student with Spina Bifida to perform experiments independently. This accommodation removes the physical obstacle to participation, ensuring that the student has the same hands-on learning opportunities as their peers in the classroom.

61. (D) Assessing the child's baseline performance level and identifying learning barriers.
The first step in planning effective curriculum adaptations is to assess the child's current baseline performance and identify specific learning barriers. This process allows educators to understand the unique strengths and needs of the student rather than relying on generic labels. By gathering this data, teachers can design targeted interventions and accommodations that directly address the student's requirements within the inclusive environment.

62. (C) Relying solely on visual blackboard diagrams without audio explanations.
For students with low vision, instructional materials must be presented in formats that are accessible to their remaining sight or through alternative senses. Relying solely on visual blackboard diagrams without providing accompanying audio explanations is ineffective and exclusionary. Inclusive teaching requires that all visual information is supplemented with verbal descriptions to ensure that students with visual impairments can fully comprehend the lesson content.

63. (C) I, II and III only
Students with Dyscalculia benefit from a combination of instructional and environmental adaptations. Using a peer buddy to explain instructions and providing a quiet workspace helps reduce anxiety and improve focus. Additionally, allowing the use of a calculator for basic facts enables the student to participate in higher-level mathematical reasoning without being hindered by difficulties in simple computation or numerical recall.

64. (D) Applying the Concrete-Representational-Abstract (CRA) sequence with physical manipulatives.
The Concrete-Representational-Abstract (CRA) sequence is an effective instructional adaptation for teaching mathematical concepts to students with intellectual disabilities. By starting with physical manipulatives (concrete) before moving to pictures (representational) and then numbers (abstract), teachers provide a clear developmental pathway for understanding. This multi-sensory approach helps bridge the gap between abstract theory and practical application, making the learning process more accessible and meaningful.

65. (A) Using digital art applications with touch/switch accessibility options.
When physical coordination affects a student's ability to use traditional art tools, digital technology offers powerful accommodations. Digital art applications equipped with touch or switch accessibility allow students with tremors or locomotor disabilities to create and express themselves creatively. These tools bypass the need for fine motor precision, ensuring that the student can engage in the visual arts curriculum alongside their classroom peers.

66. (C) Allowing the student to use noise-attenuating headphones prior to scheduled bell times.
For students with sensory processing hypersensitivity, the loud, sudden sound of a school bell can be distressing. Providing noise-attenuating headphones to be worn just before scheduled bell times is a practical and immediate accommodation. This simple adjustment allows the student to remain in the regular school environment while managing their sensory needs, preventing emotional distress and promoting a sense of safety.

67. (A) Swapping a complex content area with a functional skills curriculum relevant to student goals.
In the context of curriculum adaptations, substitution involves replacing a complex academic content area with a functional skills curriculum that is more relevant to the student's

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academic standards. In contrast, modifications involve changes to the curriculum itself, such as reducing the complexity or amount of material the student is expected to learn. Understanding this distinction is vital for teachers when designing individualized support plans that maintain appropriate levels of challenge.

52. (B) II and IV only
Accommodations are strategies that provide access to the curriculum without changing the underlying learning expectations. Providing a student with dyslexia text-to-speech software and allowing a student with ADHD to take frequent breaks are clear examples. These adjustments help students overcome barriers related to reading or attention while they still work toward the same academic goals as their peers in the regular classroom.

53. (B) Providing refreshable Braille or screen readers
For students with profound visual impairment or blindness, access to printed text requires conversion into tactile or auditory formats. Providing refreshable Braille displays or screen-reading software allows these learners to independently engage with the same textual information as their sighted classmates. These assistive technologies are essential accommodations that ensure academic inclusion and provide the necessary tools for processing complex written curriculum materials.

54. (C) Providing front-row seating with an unobstructed line of sight and an FM assistive listening device.
Students with hearing impairments benefit significantly from environmental adaptations that maximize their ability to receive auditory information. Providing front-row seating ensures an unobstructed line of sight for lip-reading and better proximity to the teacher. Additionally, using an FM assistive listening device transmits the teacher's voice directly to the student's hearing aid, effectively reducing the interference of background noise in the classroom.

55. (D) Seating the student in a quiet, low-light corner and offering noise-canceling headphones.
Students with Autism Spectrum Disorder often experience sensory hypersensitivity, where standard classroom lights and noises can lead to overload. Seating the student in a quiet, low-light area and providing noise-canceling headphones are effective first-step accommodations. These adjustments help regulate sensory input, allowing the student to remain calm and focused on learning activities without needing to modify the overall curriculum standards.

56. (A) Both A and R are true and R is the correct explanation of A
Preferential seating and flexible task durations are effective structural modifications for students with ADHD. These adjustments help minimize peripheral distractions and align classroom expectations with the student's attentional span. By providing these supports, teachers enable students to self-regulate more effectively, which allows them to meet academic requirements without the need to lower the cognitive rigor of the lessons being taught.

57. (B) Providing speech-to-text tools or oral testing options.
Dysgraphia is a learning disability that affects writing abilities, often making physical drafting a significant barrier to demonstrating knowledge. Providing speech-to-text tools or allowing oral testing serves as an appropriate accommodation for these students. These methods allow learners to express their ideas and demonstrate their understanding of the subject matter without being penalized for the mechanical difficulties associated with handwriting.

58. (B) Providing adaptive pencil grips or keyguard keyboards.
For students with Cerebral Palsy who have fine motor control challenges, physical accommodations are necessary to facilitate written expression. Using adaptive pencil grips or keyguard keyboards helps these learners stabilize their movements and interact with writing tools more effectively. Such assistive devices are crucial for enabling students to perform academic tasks independently, ensuring they can participate fully in classroom activities despite physical limitations.

59. (A) Curriculum compacting combined with advanced tier-three open-ended inquiry projects.
Gifted and talented students require instructional strategies that provide intellectual stimulation rather than repetitive tasks. Curriculum compacting allows teachers to skip material the student has already mastered, freeing up time

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following these specific, scripted routines, students help each other practice essential literacy skills in a supportive and organized manner, making the reading curriculum more accessible to diverse learners.

76. (C) Multiple Means of Engagement
Providing students with choices regarding their learning tools, varying the levels of challenge, and offering different grouping arrangements addresses the UDL principle of multiple means of engagement. This approach focuses on tapping into student interests and motivations to keep them actively involved in their education. By fostering self-regulation and providing diverse options, teachers can create a more inclusive and stimulating learning environment.

77. (A) Both A and R are true and R is the correct explanation of A
Universal Design for Learning benefits the entire classroom because it proactively designs flexible environments that cater to the natural variability of all learners. By minimizing barriers at the instructional design stage, UDL ensures that the curriculum is accessible from the start, rather than needing retroactive fixes. This inclusive approach supports the unique learning needs of every student, regardless of whether they have a disability.

78. (C) Allowing students to demonstrate mastery by writing papers, building 3D models, or recording podcasts.
Multiple means of action and expression allows students various ways to demonstrate what they have learned. For example, allowing a choice between writing a paper, building a 3D model, or recording a podcast gives students the freedom to use their strengths. This flexibility in assessment ensures that students are not limited by the format of the test, but rather by their understanding of the content.

79. (B) Proactively, during the initial instructional design and planning stage.
When using the UDL framework, adaptations and assistive technology considerations must be integrated proactively during the initial instructional design and planning stage. By considering the needs of all learners from the beginning, teachers can create a curriculum that is inherently accessible. This forward-thinking approach avoids the need for late-stage adjustments and ensures that every student can participate fully in lessons as they are delivered.

80. (D) Explicitly training students on PALS procedures and constructive feedback delivery.
The success of Peer Assisted Learning Strategies depends heavily on students being explicitly trained on the specific procedures and the delivery of constructive feedback. Without this foundation, the peer interactions may lack the structure necessary for academic improvement. Proper training ensures that both the tutor and tutee understand their roles, leading to a more effective and supportive learning environment within the inclusive classroom.

81. (A) Multiple Means of Representation
Under the UDL guidelines, providing options for language, mathematical expressions, and symbols is a key sub-guideline of the principle of multiple means of representation. This involves ensuring that information is clear and accessible across different modes of communication. By clarifying vocabulary and symbols, teachers can remove linguistic and conceptual barriers, making the curriculum more understandable for students with diverse backgrounds and learning needs.

82. (C) It increases social integration, peer academic engagement, and mutual diversity acceptance.
Peer-mediated instruction offers significant benefits for students with disabilities by increasing their social integration and academic engagement with peers. These strategies move beyond traditional teacher-led models, fostering a sense of belonging and mutual acceptance in the classroom. By interacting directly with their classmates, students with disabilities develop social skills and receive personalized support, which enhances their overall learning experience and school-wide inclusion.

83. (C) I, II and III only
Inclusive assessment practices under the UDL framework include providing text-to-speech, offering flexible time limits, and utilizing digital portfolios. These methods ensure that evaluations measure the intended knowledge rather than the student's ability to navigate a specific test format. By providing multiple ways for students to show mastery, universally designed assessments provide a more accurate

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and equitable representation of every learner's academic progress.

84. (D) Jigsaw Method
The Jigsaw method is a cooperative learning strategy where each member of a group is responsible for mastering a specific part of the academic material. They then teach this information to their teammates, ensuring that the entire group succeeds together. This method promotes interdependence, active participation, and individual accountability, making it an effective tool for including students with diverse strengths and learning styles in the classroom.

85. (B) By linking learning objectives to real-world issues and student interests.
To optimize relevance, value, and authenticity in an inclusive classroom, teachers should link learning objectives to real-world issues and student interests. This UDL strategy makes lessons more engaging and meaningful by showing students how their learning applies to their own lives. By providing authentic tasks and allowing for student choice, educators can foster deeper motivation and a more personal connection to the curriculum content.

86. (C) A collaborative team of teachers, special educators, parents, administrators, and therapists.
Developing and monitoring an Individualized Education Program is a collaborative responsibility that involves a team of key stakeholders. This team typically includes general teachers, special educators, parents, school administrators, and specialized therapists. By working together, these individuals ensure that the IEP reflects a holistic understanding of the child's needs and provides a comprehensive plan for their academic and personal growth within the school.

87. (D) Active, equal partners and key decision-makers in developing their child's IEP.
Modern educational frameworks emphasize that parents of children with special needs should be active, equal partners and key decision-makers in their child's education. Their deep understanding of their child's strengths and challenges is invaluable for creating effective support plans. By involving parents in the IEP process, schools foster a collaborative relationship that ensures consistency between home and school, ultimately benefiting the student's development.

88. (A) A general teacher and a special educator share planning, instruction, and assessments in a shared classroom.
Co-teaching is a collaborative model where a general education teacher and a special educator work together in a shared classroom. They share the responsibility for planning, delivering instruction, and assessing all students, including those with disabilities. This partnership allows for greater instructional flexibility and ensures that specialized support is seamlessly integrated into the regular classroom environment, promoting a truly inclusive educational experience for everyone.

89. (A) Both A and R are true and R is the correct explanation of A
Strong school leadership is essential for the success of inclusive education because administrators set the cultural tone and prioritize the allocation of resources. They ensure that budgets are available for accessibility and that teachers have the necessary planning time for collaboration. By fostering a supportive and inclusive school environment, leaders empower staff and students alike to value diversity and work toward equitable educational outcomes.

90. (B) One Teach, One Assist
In the One Teach, One Assist model of co-teaching, one instructor leads the whole-group lesson while the other circulates to provide individual assistance. This approach allows for immediate, quiet support for students who may be struggling without disrupting the flow of instruction. It ensures that all learners can stay on task and receive the help they need, making the general education environment more responsive to diverse learning needs.

91. (A) Teachers divide content and instruct distinct student groups at learning stations while students rotate.
Station teaching involves dividing the lesson content and the student group into distinct learning stations, with each teacher leading a different station. Students then rotate through these stations, receiving instruction from both educators. This co-teaching arrangement allows for smaller group sizes and more targeted, intensive instruction. It is an effective way to

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vary pedagogical approaches and ensure that all students engage with the material in different ways.

92. (B) I, II, III and IV only
Positive inclusive advocacy involves actions like organizing awareness workshops, conducting accessibility audits, and creating professional learning communities for teachers. It also includes advocating for the allocation of school budgets toward assistive technologies. These efforts build a more inclusive school culture and ensure that the necessary structural and pedagogical supports are in place. Such leadership is crucial for dismantling barriers and promoting the full participation of all students.

93. (D) Parallel Teaching
Parallel teaching occurs when a class is split into two equal groups, and each teacher delivers the same lesson simultaneously to their respective group. This model reduces the teacher-student ratio, allowing for closer monitoring and increased student participation. By teaching in smaller groups, educators can better address the individual needs of their students while still ensuring that everyone is working toward the same academic goals in the classroom.

94. (C) Communication deficits, lack of administrative backing, and boundary conflicts.
Effective collaboration between teachers is often hindered by communication deficits, a lack of administrative support, and conflicts over professional boundaries. Without clear roles and dedicated planning time, special and general educators may struggle to align their instructional strategies. Overcoming these barriers requires strong leadership and a commitment to building a school culture that values teamwork and provides the necessary structures for professional partnership.

95. (B) Rights-based family-led advocacy
Rahul's mother is demonstrating rights-based family-led advocacy by using the RPWD Act, 2016, to demand her son's inclusion in school activities. This approach focuses on legal entitlements and the removal of environmental barriers rather than viewing the child's condition as a problem. By holding the school accountable for providing equal opportunities, she is actively working to ensure her son's right to full participation and social belonging.

96. (D) Interdisciplinary collaboration
Interdisciplinary collaboration involves different professionals, such as teachers and various therapists, working together to support a child's development. In this model, experts share their knowledge and integrate their specific goals into a unified support plan. This holistic approach ensures that the child's physical, communication, and academic needs are addressed in a coordinated manner, leading to more effective and consistent interventions within the inclusive school environment.

97. (A) Both A and R are true and R is the correct explanation of A
Involving families in the transition planning process is essential because they possess deep, long-term knowledge about their child's strengths, interests, and support systems. This contextual information helps educators and therapists create realistic and continuous plans for the student's move from school to vocational life. By partnering with families, schools can ensure that the transition process is smooth and that the student's future goals are properly supported.

98. (C) Offering social-emotional guidance, behavioral support plans, and peer empathy counseling.
School counselors and psychologists play a vital role in inclusive education by providing social-emotional guidance and behavioral support. They also lead efforts to build peer empathy and a positive school climate through counseling and awareness programs. By addressing the psychological and social aspects of inclusion, these professionals help ensure that students with disabilities feel safe, supported, and valued members of the wider school community.

99. (A) Parents actively seeking the services, rights, and accommodations required for their child.
Parent advocacy in special education implies that parents take an active role in seeking the services, rights, and accommodations their child needs to succeed. It involves being a voice for the child and ensuring that the school meets its legal and educational obligations. This proactive engagement is essential for securing appropriate support and for fostering a collaborative relationship between the family and the educational institution.

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100. (D) A supportive room with specialized materials where special educators deliver targeted, short-duration support.

A resource room in an inclusive school serves as a supportive space where special educators provide targeted, short-duration assistance to students with disabilities. It is equipped with specialized materials and assistive devices to help students work on specific skills or curriculum areas. Unlike a segregated classroom, the resource room is designed to supplement the learning that occurs in the regular classroom, helping students maintain their academic progress.

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CHAPTER 10
Introduction to Sensory Disabilities

1. Which anatomical structure within the human auditory system is directly responsible for converting mechanical fluid vibrations into electrochemical nerve impulses to be processed by the brain?
(A) Tympanic membrane
(B) Organ of Corti
(C) Ossicular chain
(D) Eustachian tube

2. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, how is "hard of hearing" legally defined in terms of audiological measurement?
(A) A person having 40 dB to 60 dB hearing loss in the better ear in conversational range of frequencies
(B) A person having 60 dB to 70 dB hearing loss in the better ear in conversational range of frequencies
(C) A person having 60 dB to 70 dB hearing loss in both ears in conversational range of frequencies
(D) A person having 70 dB to 90 dB hearing loss in both ears in conversational range of frequencies

3. What is the primary difference in linguistic outcomes between a child with congenital (pre-lingual) profound hearing loss and a child with acquired (post-lingual) profound hearing loss?
(A) Congenital hearing loss disrupts spontaneous speech acquisition, whereas acquired hearing loss preserves existing language.
(B) Congenital hearing loss preserves natural speech articulation, whereas acquired hearing loss causes immediate, total mutism.
(C) Congenital hearing loss produces generalized cognitive delays, whereas acquired hearing loss improves visual-spatial skills.
(D) Congenital hearing loss is easily corrected with standard hearing aids, whereas acquired hearing loss is totally unresponsive.

4. Analyze the assertion and reason below, and select the correct option:
Assertion (A): Hearing loss is often referred to as an "invisible disability."
Reason (R): It does not manifest in obvious physical deformities or visible outward signs, leading to delayed identification and societal underestimation of its educational impact.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

5. Which of the following conditions is a primary cause of conductive hearing loss by interfering with the physical transmission of sound waves through the middle ear?
(A) Otitis media with effusion
(B) Maternal rubella infection during the first trimester
(C) Bilateral acoustic neuroma
(D) Prolonged exposure to high-intensity industrial noise

6. Sensorineural hearing loss is primarily characterized by damage or pathology in which of the following areas?
(A) External auditory canal, tympanic membrane, and lateral ear structures
(B) Malleus, incus, stapes assembly, and associated middle ear structures
(C) Eustachian tube, tympanic cavity, and surrounding middle ear air cells
(D) Cochlea, sensory hair cells, and the internal vestibulocochlear nerve

7. Consider the following statements regarding the cultural and audiological distinction between "deaf" and "Deaf":
I. The lowercase "deaf" refers to the audiological condition of severe-to-profound hearing loss.
II. The uppercase "Deaf" refers to individuals who identify as members of a distinct linguistic minority culture.
III. Members of the uppercase "Deaf" community

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(C) A hearing aid amplifies acoustic sounds through the normal pathway, whereas a cochlear implant electrically stimulates the auditory nerve directly.
(D) Hearing aids require invasive surgical implantation in the temporal bone, whereas cochlear implants are completely external, non-surgical devices.

21. Which of the following outlines the correct sequence of anatomical structures through which light travels, from entering the human eye to being processed into a visual image?
(A) Cornea → Pupil → Lens → Vitreous Humor → Retina → Optic Nerve → Occipital Lobe
(B) Pupil → Cornea → Lens → Aqueous Humor → Retina → Optic Tract → Temporal Lobe
(C) Lens → Pupil → Cornea → Vitreous Humor → Retina → Optic Chiasm → Frontal Lobe
(D) Cornea → Aqueous Humor → Retina → Lens → Optic Nerve → Thalamus → Parietal Lobe

22. Analyze the assertion and reason below, and select the correct option:
Assertion (A): A Functional Vision Assessment (FVA) is more educationally valuable for a student with low vision than a clinical eye examination report alone.
Reason (R): A clinical report measures visual acuity and pathology in a controlled environment, whereas an FVA evaluates how the student actually utilizes their residual vision to perform educational and daily living tasks in real-world environments.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

23. Which eye disorder, highly prevalent in India, is characterized by a gradual, painless clouding of the crystalline lens, leading to a progressive reduction in visual acuity and eventual blindness if left untreated?
(A) Glaucoma
(B) Cataract
(C) Trachoma
(D) Retinitis Pigmentosa

24. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, "blindness" is defined as a condition where a person, after best possible correction, exhibits which of the following clinical criteria?
I. Total absence of sight.
II. Visual acuity not exceeding 3/60 or 10/200 (Snellen) in the better eye.
III. Limitation of the field of vision subtending an angle of less than 10 degrees.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

25. According to the RPWD Act 2016, what is the specific visual acuity range in the better eye with best possible corrections that classifies an individual under the category of "low vision"?
(A) Visual acuity not exceeding 6/6 up to 6/12 in the better eye with best possible corrective lenses
(B) Visual acuity strictly limited to total absence of light perception or light projection in both eyes
(C) Visual acuity between 3/60 and 1/60 in the better eye with a visual field restricted to 5 degrees
(D) Visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/200 (Snellen) in the better eye

26. Sunita, an 8-year-old student, frequently holds storybooks extremely close to her face (within 10 cm), squints when looking at the blackboard, complains of recurring headaches by afternoon, and often copies information incorrectly from the board. Clinical evaluation reveals her distant visual acuity is significantly reduced, but her near vision is functional. What is the most likely refractive error Sunita is experiencing?
(A) Myopia
(B) Hyperopia
(C) Presbyopia
(D) Astigmatism

27. According to the Census of India 2011, which of the following is true regarding the demographic distribution of disability types?
(A) Visual impairment was documented as the least prevalent disability category across all rural and urban regions.
(B) Visual impairment was recorded as one of the most highly reported sensory disability categories in the country.

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reverberation interfering with the device's internal circuitry.

14. Which scholastic skill is typically most vulnerable to delay in children with severe pre-lingual hearing loss who do not have access to early sign language or effective auditory intervention?
(A) Spatial geometry and non-verbal reasoning
(B) Rote memorization of numerical math tables
(C) Reading comprehension and syntax acquisition
(D) Fine motor drawing and blueprint drafting

15. Analyze the assertion and reason below, and select the correct option:
Assertion (A): Deaf children born to Deaf parents often demonstrate higher academic and social-emotional outcomes compared to Deaf children born to hearing parents.
Reason (R): Deaf parents typically provide immediate, natural access to a fully accessible visual language (sign language) from birth, avoiding early language deprivation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. An FM assistive listening system is highly effective in a noisy classroom because it directly addresses which of the following physical acoustic challenges?
(A) Eliminating the student's internal tinnitus and increasing subjective speech perception in quiet classrooms.
(B) Boosting only high-frequency consonant sounds while completely filtering out low-frequency vowel sounds.
(C) Overcoming distance, reverberation, and background noise by sending the teacher's voice directly to the receiver.
(D) Replacing the child's need to wear personal hearing aids or external cochlear implant processor units.

17. A special educator is preparing a lesson plan for a classroom that includes a student with a profound hearing loss who uses a sign language interpreter. Which of the following is a key pedagogical guideline the educator must follow?
(A) Speak directly and exclusively to the sign language interpreter when asking the student a specific question.
(B) Face the student and speak directly to them at a natural pace, rather than talking to the interpreter.
(C) Turn off all classroom lights during visual slide presentations to help the student focus on the screen.
(D) Speak at a very slow pace, exaggerating your lip movements and shouting to assist the translation process.

18. Consider the following hardware components of a standard Behind-the-Ear (BTE) digital hearing aid:
I. Microphone
II. Amplifier (Digital Signal Processor)
III. Receiver (Speaker)
IV. Battery
V. Ear mold
Which of the above options represents the operational components of the device?
(A) I, II, and III only
(B) I, II, III, and IV only
(C) II, III, and V only
(D) I, II, III, IV, and V

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19. The "Bilingual-Bicultural" (Bi-Bi) approach to educating deaf students is conceptually built upon which of the following principles?
(A) Using sign language as L1 to build cognitive proficiency, while teaching the written national language as L2.
(B) Teaching English as L1, with sign language introduced only as a secondary supportive tool in secondary school.
(C) Requiring the student to speak and sign simultaneously at all times across all academic classroom settings.
(D) Restricting the child's environment to visual sign language only, completely excluding any written language.

20. Which of the following represents a key physiological and operational difference between a standard acoustic hearing aid and a Cochlear Implant (CI)?
(A) A hearing aid electrically stimulates the auditory nerve directly, whereas a cochlear implant mechanically vibrates the ossicular chain and eardrum.
(B) Cochlear implants are only suitable for mild conductive hearing losses, whereas hearing aids are exclusively used for profound bilateral neural deafness.

reject the use of sign language, preferring oral communication exclusively.

Which of the above statements is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

8. In pure-tone audiometry, how is a "mixed hearing loss" diagnosed on an audiogram?

(A) Both air and bone conduction thresholds are normal, but the speech discrimination score is significantly reduced.
(B) Bone conduction thresholds are within normal limits, while air conduction thresholds are significantly elevated.
(C) Both air and bone conduction thresholds are elevated, but bone thresholds are better, showing an air-bone gap.
(D) Both air and bone conduction thresholds are equally elevated across all frequencies, showing no air-bone gap.

9. Analyze the assertion and reason below, and select the correct option:

Assertion (A): Conductive hearing loss is more amenable to medical or surgical intervention compared to sensorineural hearing loss.

Reason (R): Conductive hearing loss involves the mechanical parts of the outer or middle ear, leaving the neural mechanisms of the inner ear structurally intact.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

10. Ramesh, a 7-year-old student in a mainstream primary school, has been diagnosed with a moderate bilateral conductive hearing loss (45 dB HL). He frequently misses instructions given by the teacher when she writes on the blackboard with her back to the class, but performs well when instructions are delivered face-to-face. Which of the following represents the most appropriate immediate classroom accommodation for Ramesh?

(A) Providing preferential front-row seating with clear, unobstructed visual access to the teacher's face.
(B) Transferring Ramesh immediately to a specialized school for deaf children to receive sign language instruction.
(C) Exempting him from all verbal, spoken, or oral-based classroom activities and standardized assessments.
(D) Requesting parents to immediately purchase a high-powered personal FM system without a prior clinical trial.

11. What is the primary developmental rationale for implementing universal newborn hearing screening (UNHS) and early intervention before 6 months of age?

(A) To prevent common middle ear fluid accumulation and chronic infections during critical early childhood years.
(B) To capitalize on the critical period of brain plasticity for optimal speech, language, and cognitive growth.
(C) To eliminate the need for any manual sign language, gestures, or visual communication systems in the future.
(D) To ensure that the child will not require an Individualized Education Programme (IEP) upon primary school entry.

12. Consider the following educational approaches for children with hearing impairment:

I. Oralism / Oral-Aural approach
II. Total Communication
III. Bilingual-Bicultural approach
IV. Cued Speech

Which of the above educational approaches actively encourage or incorporate visual-manual systems alongside or instead of purely spoken language?

(A) I and IV only
(B) II and III only
(C) II, III, and IV only
(D) I, II, III, and IV

13. High-pitched acoustic feedback (whistling) coming from a student's behind-the-ear (BTE) hearing aid in the classroom is most commonly caused by which of the following?

(A) A loose, improperly fitted ear mold allowing amplified sound to escape and re-enter the microphone.
(B) A completely discharged or corroded battery failing to provide adequate voltage to the amplifier.
(C) An internal receiver or sound tube that is fully blocked by a heavy accumulation of earwax.
(D) Excessive low-frequency ambient noise or

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(C) Hearing impairment was the single category officially recognized and recorded under sensory disability types.
(D) Intellectual disability represented more than eighty percent of the total registered disabled population in India.

28. What is the primary focus of "visual efficiency training" during early intervention for a young child diagnosed with low vision?
(A) Curing the underlying organic eye pathology and structural muscle imbalances through specialized optical exercises.
(B) Training the child to use residual vision to interpret, organize, and act upon visual environmental information.
(C) Encouraging the exclusive use of tactile and auditory senses in order to allow the eyes to rest and heal completely.
(D) Teaching the child to read and write Grade II Braille fluently before they reach the chronological age of three.

29. Analyze the assertion and reason below, and select the correct option:
Assertion (A): Retinopathy of Prematurity (ROP) is a significant cause of childhood blindness that can be mitigated through high-quality, regulated neonatal care.
Reason (R): Unmonitored, high-concentration oxygen administration to premature infants in neonatal intensive care units can lead to abnormal proliferation of blood vessels in the retina, causing retinal detachment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

30. During a Functional Vision Assessment (FVA) for a student with low vision, which of the following variables are systematically evaluated by the specialist?
(A) Refractive error prescription measured in diopters, corneal thickness, and intraocular fluid pressure
(B) Spinal alignment, fine motor muscle tone, peripheral tactile sensitivity, and auditory localization
(C) Visual tracking, scanning, contrast sensitivity, and behavioral reactions to varied illumination levels
(D) Electroretinogram waves, visual evoked potentials, and structural optic nerve myelin sheath density

31. Under the RPWD Act 2016, a person's field of vision is considered a defining metric for disability classification. What limitation of the field of vision subtending an angle in the better eye qualifies an individual under the definition of "low vision"?
(A) Less than 10 degrees up to 5 degrees
(B) Less than 40 degrees up to 10 degrees
(C) Between 60 and 90 degrees
(D) Exactly 180 degrees

32. Consider the following descriptions of refractive errors of the eye:
I. Myopia: Light rays focus in front of the retina; distant objects are blurry.
II. Hyperopia: Light rays focus behind the retina; near objects are blurry.
III. Astigmatism: Irregular curvature of the cornea or lens; causes distorted or blurred vision at all distances.
IV. Presbyopia: Age-related loss of lens elasticity; difficulty focusing on near tasks.
Which of the above pairs is/are correctly matched?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) I, II, III, and IV

33. Which of the following correctly identifies the three basic limitations imposed on an individual by blindness?
(A) Chronic delays in overall cognitive development, severe deficits in native language acquisition, and a progressive tendency toward complete social-emotional isolation from peers.
(B) Restriction in the range and variety of experiences, restriction in the ability to get around (mobility), and restriction in control of the environment and relation to the self.
(C) Deficits in bilateral fine motor coordination, significant delays in central auditory processing, and an absolute, permanent inability to form a healthy, positive self-concept.
(D) Complete inability to read standard printed text, a severe lack of gross motor coordination, and permanent, lifelong dependence on specialized institutional care.

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administers prescribed auditory or visual treatments.
(B) To serve as the student's 'eyes and ears,' providing continuous, individualized access to information, communication, and social interaction.
(C) To grade the student's daily homework papers, maintain strict classroom discipline, and manage administrative school record-keeping tasks.
(D) To replace the general classroom teacher and deliver a completely separate, parallel academic curriculum in a segregated resource room.

60. Consider the following structured steps involved in a comprehensive sensory-ecological assessment for a student with deaf-blindness:
I. Conducting a thorough record review of medical, visual, and audiological reports.
II. Observing the student in natural daily routines across home and school environments to identify how they use residual vision, hearing, and tactile senses.
III. Interviewing parents, caregivers, and educators regarding the student's typical communication modes and sensory preferences.
IV. Analyzing the sensory demands of specific educational environments.
V. Designing and implementing personalized tactile communication and orientation strategies based on the gathered data.
Which of the above options represents the correct sequence of steps?
(A) I → III → II → IV → V
(B) III → I → IV → II → V
(C) I → II → III → IV → V
(D) IV → I → III → II → V

61. Which of the following viral infections, when contracted by a pregnant mother during the first trimester, is a major preventable cause of congenital rubella syndrome, leading to the triad of cataracts, sensorineural deafness, and cardiac defects in the newborn?
(A) Rubella (German Measles)
(B) Influenza A
(C) Hepatitis B
(D) Varicella Zoster

62. In speech audiometry, what does the "Speech Reception Threshold" (SRT) measure?
(A) The maximum decibel level of narrow-band noise a person can tolerate before experiencing physical pain or acoustic discomfort in the ear.
(B) The average speed and accuracy at which a child can articulately read and pronounce a list of spoken monosyllabic words in one minute.
(C) The lowest decibel level at which an individual can correctly identify and repeat fifty percent of a list of two-syllable spondee words.
(D) The percentage of phonetically balanced words a person can repeat correctly when speech is presented at a comfortable listening level.

63. What optical condition is characterized by an irregular curvature of the cornea or lens, causing light rays to focus on multiple points of the retina, resulting in distorted or blurred vision at all distances?
(A) Myopia
(B) Hyperopia
(C) Strabismus
(D) Astigmatism

64. Analyze the assertion and reason below, and select the correct option:
Assertion (A): Glaucoma is often referred to as the "silent thief of sight."
Reason (R): It is characterized by a gradual, painless increase in intraocular pressure that damages the optic nerve, often causing significant, irreversible loss of peripheral vision before any noticeable symptoms occur.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

65. When designing tactile graphics for a blind student, which design principle must be prioritized to ensure utility and readability?
(A) Replicating all complex visual textures, shading, and three-dimensional perspectives of the original print.
(B) Using distinct tactile textures and raised lines with adequate spacing (3-5 mm) and a clear tactile legend.
(C) Making the tactile layout as small as possible to minimize the student's exploratory hand and finger movements.

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41. Rajesh is a 12-year-old student with total congenital blindness who is fully integrated into a mainstream Grade VII class. During a geometry lesson on the properties of triangles, the teacher wants to ensure Rajesh actively participates and conceptualizes the geometric shapes. Which of the following instruction-material combinations is most appropriate?
(A) Drawing a large, high-contrast triangle on the blackboard and asking Rajesh to stand extremely close to it.
(B) Verbally describing the mathematical formula of a triangle repeatedly while he takes notes on an audio recorder.
(C) Instructing a classmate or peer helper to draw the triangle in Rajesh's standard paper notebook using a pen.
(D) Providing Rajesh with a rubber mat, a spur wheel, and a tactile ruler to construct and trace various triangles.

42. The teaching principle of "Concrete Experiences" for visually impaired learners is based on which pedagogical rationale?
(A) Students must learn through direct tactile, auditory, and kinesthetic exploration of real objects, rather than through verbal descriptions.
(B) Students must be kept in highly structured, concrete physical environments like a single classroom to prevent any spatial disorientation.
(C) Visually impaired learners should focus only on concrete physical sciences, avoiding abstract topics like humanities or philosophy.
(D) The teacher should implement rigid, unchangeable rules, classroom procedures, and physical routines in daily classroom management.

43. Analyze the assertion and reason below, and select the correct option:
Assertion (A): Mainstream tactile diagrams and graphics for blind students must be simplified and should not be direct copies of visual diagrams.
Reason (R): The tactile sense has lower spatial resolution than the visual sense, and cluttered tactile graphics lead to cognitive overload and misinterpretation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

44. Which of the following matches between an assistive device and its primary educational function is INCORRECT?
(A) Perkins Brailler — Mechanical device used to write Braille on specialized heavy paper
(B) Optacon — An acoustic device that amplifies low-frequency environmental sounds for mobility purposes
(C) Slate and Stylus — Portable, low-tech tool used to hand-write Braille characters from right to left
(D) Kurzweil Reader — Optical Character Recognition (OCR) system that converts printed text into synthesized speech

45. Consider the following instructional principles commonly applied in the pedagogy of students with visual impairments:
I. Principle of Concrete Experiences
II. Principle of Unified Learning
III. Principle of Learning by Doing (Self-Activity)
Which of the above principles are essential for designing an effective inclusive lesson plan for a totally blind student?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

46. Deaf-blindness is pedagogically and legally defined as which of the following?
(A) A mild conductive hearing loss accompanied by congenital color blindness, which together limit the student's academic progress and require specialized seating but do not qualify for comprehensive special education services.
(B) A temporary sensory processing disorder where the brain is unable to integrate auditory and visual stimuli despite normal peripheral sensory organs, requiring sensory integration therapy in a clinical clinic.
(C) Concomitant hearing and visual impairments causing severe communication, developmental, and educational needs that cannot be accommodated in programs solely for children with deafness or children with blindness.
(D) A physical locomotor disability characterized by skeletal restrictions combined with high-frequency sensorineural hearing loss, requiring physical accommodations alongside

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standard classroom amplification.

47. Usher Syndrome is highly significant in the field of deaf-blindness because it is a leading genetic cause characterized by which of the following clinical progressions?
(A) Congenital blindness followed by the sudden onset of bilateral conductive hearing loss in late adulthood and early senescence.
(B) Gradual, progressive loss of tactile sensitivity combined with early-onset cataracts and diminished depth perception.
(C) Rapid, degenerative motor deterioration followed by sudden, recurring bilateral middle ear infections in childhood.
(D) Congenital sensorineural hearing loss of varying degrees, followed by progressive vision loss due to Retinitis Pigmentosa.

48. What is the profound developmental impact of congenital deaf-blindness on a child's acquisition of basic activities of daily living (ADL) and early language?
(A) The child easily learns conversational language through visual imitation of facial expressions but struggles with fine motor coordination.
(B) The child develops standard spoken language structures naturally through environmental cues but requires continuous mobility assistance.
(C) The loss of distance senses deprives the child of incidental learning, requiring structured, systematic tactile-based instruction.
(D) It limits only academic performance and abstract reasoning, while standard activities of daily living are acquired at a typical pace.

49. The Tadoma method is a specialized communication option for individuals with deaf-blindness. How is this method operationalized?
(A) The individual reads standard ink print independently using a high-powered, handheld electronic magnifying glass system.
(B) The individual places hands on the speaker's face to feel lip movements, vocal cord vibrations, and air flow of speech.
(C) The instructor spells out letters in sign language from a distance of ten feet while the student uses a hand monocular.
(D) The individual utilizes a specialized mechanical keyboard that converts incoming spoken words into refreshable Braille.

50. Analyze the assertion and reason below, and select the correct option:
Assertion (A): In instructing students with deaf-blindness, "hand-under-hand" guidance is pedagogically preferred over "hand-over-hand" guidance.
Reason (R): Hand-under-hand guidance allows the student's hands to remain active and exploratory, giving them the freedom to withdraw or participate, whereas hand-over-hand can feel intrusive, controlling, and lead to passive dependency.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. When addressing the Orientation and Mobility (O&M) needs of a student with deaf-blindness, which of the following adaptation represents standard international safety practice?
(A) Using a white cane with red reflective stripes to signal internationally that the user has both visual and hearing losses.
(B) Utilizing a standard, solid-color pure white cane with no specialized visual modifications or tactile grip enhancements.
(C) Instructing the student to navigate public areas solely by following directly behind peers without any assistive mobility aids.
(D) Restricting the student's independent travel strictly to familiar, indoor carpeted rooms to prevent accidental injuries.

52. What is the primary role of "Calendar Boxes" (or object schedules) in early intervention and communication programs for children with congenital deaf-blindness?
(A) To teach the child advanced algebraic concepts, numerical calculations, and traditional Gregorian calendar reading skills in early childhood.
(B) To measure the child's raw visual acuity and tracking capabilities using high-contrast, multi-colored geometric physical objects.
(C) To establish predictable routines and represent daily activities with tactile objects, helping the transition to symbolic communication.
(D) To serve as simple classroom storage bins for organizing standard academic school supplies, textbooks, and personal writing

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instruments.

53. Consider the following characteristics regarding Usher Syndrome:
I. It is inherited in an autosomal recessive pattern.
II. Type I involves profound congenital deafness and early-onset Retinitis Pigmentosa.
III. It is frequently accompanied by vestibular (balance) dysfunction.
IV. It is preventable through early dietary modifications.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

54. Why is a standard clinical assessment of cognitive ability (such as a verbal IQ test) highly inappropriate and invalid for a child with congenital deaf-blindness?
(A) Children with congenital deaf-blindness are clinically documented as being universally incapable of developing any cognitive skills.
(B) Clinical intelligence tests of this nature can legally only be administered and interpreted by trained medical audiologists.
(C) Standard visual and verbal IQ tests are strictly prohibited for any student with a sensory disability under the national RTE Act.
(D) Sensory barriers prevent understanding of standardized test stimuli, measuring sensory deficits rather than actual potential.

55. Which of the following represents an Augmentative and Alternative Communication (AAC) system specifically suitable for a literate individual who has acquired deaf-blindness?
(A) Closed-loop auditory-verbal therapy systems that amplify residual hearing in soundproof clinical environments.
(B) Refreshable Braille displays connected to a smartphone or computer using standard QWERTY keyboard inputs.
(C) Standard high-contrast visual printed communication charts displaying large-font alphanumeric symbols.
(D) Standard classroom public address loudspeaker systems with FM radio transmitters and wireless microphones.

56. Which of the following is a common congenital etiology associated with deaf-blindness, characterized by a pattern of malformations including Coloboma of the eye, Heart defects, Atresia of the choanae, Restriction of growth/ development, Genital abnormalities, and Ear abnormalities?
(A) Down Syndrome
(B) Usher Syndrome
(C) CHARGE Syndrome
(D) Fragile X Syndrome

57. Analyze the assertion and reason below, and select the correct option:
Assertion (A): For a child with congenital deaf-blindness, the immediate physical world within arm's reach is their primary environment of learning.
Reason (R): Sensory deprivation in both distance senses (vision and hearing) eliminates spontaneous access to events, objects, and people that are outside of tactile contact.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

58. Aarav is a 6-year-old child with congenital deaf-blindness. His special educator wants to teach him the routine of "washing hands before lunchtime." How should the educator introduce the concept of "time for handwashing" using tactile and routines-based strategies?
(A) Presenting a small, dry bar of soap (a tactile cue) before guiding him under-hand to the sink, repeating this sequence daily.
(B) Shouting the phrase 'wash hands' loudly near Aarav's ear several times before abruptly pulling him toward the restroom sink.
(C) Flicking the main classroom overhead fluorescent lights on and off repeatedly to signal that it is handwashing time.
(D) Leaving Aarav at the restroom sink alone to explore the water taps and drainage independently without any prior physical cues.

59. What is the primary role of an "Intervenor" in the educational program of a student with deaf-blindness?
(A) To act as a licensed clinical therapist who diagnoses underlying sensory pathology and

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34. A child with visual impairment is placed in a mainstream school where they attend standard classes but receive specialized instruction in Braille, orientation and mobility, and assistive technology from a visiting special educator three times a week. This educational placement model is known as:
(A) Special Day School Placement Model
(B) Residential School Placement Model
(C) Segregated Special Education Model
(D) Resource Room/Itinerant Teacher Model

35. To facilitate effective learning in a student with total blindness, a teacher must design activities based on the teaching principle of "Unified Learning." What does this principle imply?
(A) Integrating parts into wholes through tactile experiences that clarify relationships between objects, concepts, and environments.
(B) Teaching all core academic subjects in a single, continuous classroom block to minimize transitions and maximize cognitive focus.
(C) Ensuring that all visually impaired students across the system utilize the exact same standardized Braille textbooks.
(D) Restricting the student's academic instruction to auditory audiobooks to maintain a uniform and controlled sensory environment.

36. Analyze the assertion and reason below, and select the correct option:
Assertion (A): Students with visual impairments must receive systematic instruction in the Expanded Core Curriculum (ECC) in addition to the standard academic core curriculum.
Reason (R): The standard academic curriculum assumes sighted students acquire critical life, social, and independence skills through incidental visual observation, a pathway unavailable to students with visual impairments.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

37. The Expanded Core Curriculum (ECC) for students with visual impairments comprises nine specific areas. Which of the following is an area of the ECC?
(A) Orientation and Mobility (O&M)
(B) Advanced Clinical Audiology
(C) Speech Articulation Therapy
(D) Standard Sign Language Lexicon

38. When teaching mathematics to a student with visual impairment, what is the primary structural and functional difference between using a Taylor Frame and an Abacus?
(A) The Taylor Frame is used exclusively for long-term tactile storage of mathematical data, whereas the Abacus is restricted to simple addition.
(B) The Taylor Frame uses metal pegs in octagonal holes to represent math symbols, whereas the Abacus is used exclusively for reading Braille codes.
(C) The Abacus is an electronic auditory device with synthesized speech output, whereas the Taylor Frame is an entirely static, paper-based system.
(D) The Taylor Frame uses metal pegs in octagonal holes to represent math symbols, while the Abacus uses movable beads on rods for rapid calculations.

39. Consider the following assistive and instructional devices for a student with total blindness to support reading, writing, and mathematics:
I. Perkins Brailler
II. Taylor Frame
III. Tactile Graphics Kit
IV. Talking Calculator
V. Screen Reading Software (e.g., JAWS)
Which of the above devices are appropriate?
(A) I, II, and III only
(B) I, III, and V only
(C) I, II, III, and IV only
(D) I, II, III, IV, and V

40. What is the operational mechanism of Screen Reading Software (such as JAWS or NVDA) used by individuals with visual impairments?
(A) It scans printed pages using a camera and automatically translates them into raised Braille dots.
(B) It enlarges the visual font size on the monitor up to five hundred times with inverted background colors.
(C) It uses integrated optical character recognition to read physical books aloud without computer connection.
(D) It converts digital screen text into synthesized speech or outputs it to a refreshable Braille display.

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(D) Printing the graphic diagram on standard low-weight photocopy paper using standard black office ink jets.

66. Under the educational models for deaf-blind children, the Intervenor Model differs from a standard Sign Language Interpreter model in which of the following ways?
(A) An intervenor is a licensed medical doctor, whereas an interpreter is typically a non-certified, voluntary classroom helper.
(B) An interpreter works only with totally blind students, whereas an intervenor works exclusively with profoundly deaf students.
(C) An intervenor translates written text into Braille, whereas an interpreter converts spoken language into written computer script.
(D) An interpreter translates spoken language, whereas an intervenor mediates the sensory environment and guides interactions.

67. Auditory Neuropathy Spectrum Disorder (ANSD) is a complex hearing impairment characterized by which of the following physiological configurations?
(A) Normal outer hair cell function (measured by OAE), but abnormal or dyssynchronous neural transmission through the auditory nerve (ABR).
(B) Complete absence or structural malformation of the outer ear canal and pinna, paired with healthy, functioning inner ear hair cells.
(C) Total traumatic destruction of the tympanic membrane and ossicles, accompanied by healthy, undamaged cochlear acoustic nerve fibers.
(D) Complete ossification and bony growth within the fluid-filled cochlear chambers, leaving the middle ear bones structurally intact.

68. According to developmental theories, how do deaf infants of signing parents experience early language milestones compared to hearing infants of speaking parents?
(A) Deaf infants experience severe language delays, producing their first manual signs only after they reach two years of age.
(B) Deaf infants are completely unable to display any form of motor babbling, gesturing, or early communicative interaction.
(C) Deaf infants exhibit hand-based 'visual babbling' and produce first signs at about the same age hearing infants speak first words.
(D) Deaf infants naturally acquire written text literacy skills long before learning or using any visual signing communication.

69. Cortical Visual Impairment (CVI) is a visual condition that is distinct from ocular visual impairments because it is characterized by which of the following?
(A) Damage to visual brain pathways, resulting in behaviors like a strong preference for saturated colors and moving objects.
(B) Structural eye abnormalities like severe bilateral corneal scarring and cataracts, while visual brain pathways remain intact.
(C) A build-up of intraocular pressure damaging the optic nerve, leading to progressive tunnel vision and loss of visual fields.
(D) The physiological inability of the crystalline lens to accommodate and focus on near tasks, as seen in typical presbyopia.

70. Consider the following nine essential areas of the Expanded Core Curriculum (ECC) designed specifically for learners with visual impairments:
I. Independent Living Skills
II. Social Interaction Skills
III. Career Education
IV. Self-Determination
V. Standard Sign Language Acquisition
Which of the above areas are included in the Expanded Core Curriculum (ECC)?
(A) I, II, and III only
(B) I, II, III, and IV only
(C) II, III, and V only
(D) I, II, III, IV, and V

71. What is the key tactile distinction between "Tactile Sign Language" and "Tracking" when used as communication modes for individuals with deaf-blindness?
(A) Tactile sign language requires specialized electronic Braille note-taking devices, whereas tracking is an entirely paper-based tactile embossed system.
(B) In tactile sign language, the receiver's hands cover the signer's hands to feel movements, whereas in tracking, they hold wrists to guide visual attention.
(C) Tactile sign language is legally restricted to spelling out individual alphabet letters, whereas tracking is used to transmit complete syntactic sentences.

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target that a person with typical vision can see from a distance of 200 feet.
(D) The individual can read 20 words out of 200 in a standard reading comprehension test.

85. During orientation and mobility (O&M) training, what does the technique of "trailing" involve?
(A) Maintaining contact with a wall or boundary using the back of the hand while walking to maintain alignment and locate landmarks.
(B) Walking directly behind a classroom peer or helper while holding onto their backpack or shoulder for spatial guidance.
(C) Walking closely behind the visually impaired student to physically catch them if they trip, slip, or lose their balance.
(D) Using a satellite-enabled GPS navigation device that reads out turn-by-turn auditory directions via wireless headphones.

86. The genetic condition "CHARGE Syndrome" is an acronym where each letter represents a specific clinical feature. What does the letter "C" stand for in this acronym?
(A) Craniofacial Malformation
(B) Cochlear Agenesis
(C) Conductive Hearing Loss
(D) Coloboma of the eye

87. Noise-Induced Hearing Loss (NIHL) typically shows a classic diagnostic sign on a pure-tone audiogram. What is this characteristic sign?
(A) A unilateral conductive hearing loss localized at low frequencies, typically ranging from 250 Hz to 500 Hz.
(B) A bilateral sensorineural hearing loss with a distinct "notch" or drop in thresholds at 4000 Hz and recovery at 8000 Hz.
(C) A flat, severe conductive hearing loss displaying uniform elevation of thresholds across all tested octave frequencies.
(D) A significant, permanent air-bone gap of approximately 40 dB localized specifically across the high frequencies.

88. Why is speech reading (lip-reading) alone highly inefficient and challenging as a primary mode of communication for a child with profound pre-lingual hearing loss?
(A) Lip and tongue movements occur at speeds that are biologically too fast for the typical human visual processing system to track.
(B) Speech reading is an extremely complex developmental skill that can only be successfully acquired and utilized by mature adults.
(C) About 60% to 70% of speech sounds are homophenous (look identical, like /p/, /b/, /m/), making them indistinguishable without context.
(D) The small muscles of the lips and mouth do not physically contract or reflect any consonant sounds during fluent speech production.

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89. Which standardized assessment tool is most commonly used in clinical ophthalmology to measure distant visual acuity?
(A) Ishihara Plate Book
(B) Goldmann Perimeter
(C) Jaeger Eye Chart
(D) Snellen Chart

90. Which of the following correctly describes the mechanical layout and input key configuration of a standard Perkins Brailler?
(A) Six keys (representing the six dots of a Braille cell), a space bar, a backspace key, and a line feed key.
(B) A full standard QWERTY keyboard layout integrated with an electronic refreshable paperless Braille output.
(C) Nine numeric calculation keys, three specialized function keys, and a mechanical layout resetting switch.
(D) A touch-sensitive electronic pad assembly paired with a high-resolution mechanical stylus drawing input.

91. In deaf-blind education, what is the functional difference between "touch cues" and "object cues"?
(A) Touch cues are visual signs made close to the student's face, whereas object cues are tactile raised-dot written Braille words.
(B) Touch cues are physical touches on the body signaling immediate events, while object cues are physical items representing a routine.
(C) Touch cues are tactile strategies used exclusively for mathematical lessons, whereas object cues are restricted to science labs.
(D) Touch cues require active electronic sensory feedback components, whereas object cues are entirely low-tech plastic assemblies.

92. In pure-tone audiometry, the presence of a significant "air-bone gap" (where bone

78. In the context of visual impairment, what is the functional difference between "visual acuity" and "visual field"?
(A) Acuity refers to the total area a person can see when looking straight ahead, while field refers to the sharpness and clarity of the target.
(B) Acuity is measured in decibels of sensory pressure, while the visual field is measured in positive or negative refractive diopter power.
(C) Acuity measures sharpness of vision (at 20 feet/6 meters), while field refers to the peripheral area visible when focusing on a central point.
(D) Acuity fluctuates with transient lighting conditions, whereas the visual field is biologically fixed at exactly 180 degrees in humans.

79. Which of the following pairs of visual conditions and their typical educational implications is INCORRECT?
(A) Albinism — Extreme sensitivity to light (photophobia) requiring low illumination or tinted lenses.
(B) Retinitis Pigmentosa — Progressive loss of peripheral vision (tunnel vision), requiring specialized orientation and mobility instruction.
(C) Macular Degeneration — Loss of central vision, affecting reading and detail work while preserving peripheral mobility.
(D) Cataract — Painful, sudden loss of color vision only, with no effect on distant reading.

80. When teaching science experiments to a class that includes a student with a visual impairment, how should the teacher adapt the instruction to support a multisensory approach?
(A) Allow the student to sit quietly at their desk while the instructor describes all visual results.
(B) Restrict the student from participating in practical science lab activities due to safety liability.
(C) Adapt the experiment to include auditory cues, tactile feedback, and strong olfactory indicators.
(D) Provide the student with a standard textbook and ask them to memorize chemical reaction formulas.

81. In deaf-blind education, what is a "resonance board" and how is it used?
(A) An electronic amplifier and converter system that translates standard sign language into high-frequency acoustic waves.
(B) A flexible wooden platform that transmits sound and motor vibrations, allowing a child sitting on it to feel acoustic signals.
(C) A classroom display board utilizing high-contrast, multi-colored flashing lights to teach vocabulary and spelling rules.
(D) A specialized diagnostic tool used by clinical audiologists to measure bone conduction hearing thresholds in children.

82. Which of the following middle ear pathologies is characterized by the abnormal growth of bone around the stapes footplate, preventing its normal vibration and causing a progressive conductive hearing loss?
(A) Otitis Externa
(B) Presbycusis
(C) Auditory Neuropathy
(D) Otosclerosis

83. In an inclusive classroom, what is the ideal Signal-to-Noise Ratio (SNR) recommended at the student's ear to ensure optimal speech intelligibility for a child with a hearing impairment?
(A) At least -10 dB (ambient classroom background noise is 10 decibels louder than the teacher's speaking voice)
(B) At least 0 dB (teacher's voice is equal in volume and intensity to the ambient background noise levels)
(C) Exactly +3 dB (teacher's voice is slightly but detectably louder than the background classroom noise)
(D) At least +15 dB (teacher's voice is 15 decibels louder than the surrounding classroom background noise)

84. A clinical visual acuity score of "20/200" (or 6/60) on the Snellen chart is mathematically and functionally interpreted as which of the following?
(A) The individual can see objects at a distance of 200 feet as clearly as a typical observer can see them at 20,000 feet.
(B) The individual has lost 20% of their visual field in the horizontal plane and 200% in the vertical plane.
(C) The individual must be at 20 feet to see a

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26. (A) Myopia
Myopia, or nearsightedness, is a refractive error where distant objects appear blurry because light focuses in front of the retina. Students with myopia often hold materials very close to their faces and squint to see the blackboard. Headaches and incorrect copying are common symptoms of the strain caused by attempting to focus on distant targets without proper corrective lenses.

27. (B) Visual impairment was recorded as one of the most highly reported sensory disability categories in the country.
Data from the Census of India 2011 indicated that visual impairment is one of the most highly reported sensory disability categories across the country. This prevalence highlights the significant need for accessible eye care, early intervention, and inclusive educational resources. The statistics reflect both the biological prevalence of eye disorders and the impact of environmental factors on vision health in India.

28. (B) Training the child to use residual vision to interpret, organize, and act upon visual environmental information.
Visual efficiency training focuses on teaching a child with low vision how to maximize their remaining residual vision. Rather than curing the underlying pathology, this training helps the child learn to interpret, organize, and respond to visual information in their environment. This process includes developing skills like scanning, tracking, and object identification, which are essential for independence and classroom learning.

29. (A) Both A and R are true and R is the correct explanation of A
Retinopathy of Prematurity is a serious ocular condition caused by abnormal blood vessel growth in the retinas of premature infants. This often occurs when high concentrations of oxygen are administered without careful monitoring in neonatal care units. Regulating oxygen levels is a critical preventative measure, as unmonitored exposure can lead to retinal detachment and permanent, severe blindness in developing children.

30. (C) Visual tracking, scanning, contrast sensitivity, and behavioral reactions to varied illumination levels
A Functional Vision Assessment systematically evaluates how a student utilizes their vision in practical settings. The specialist examines visual tracking, scanning, and contrast sensitivity under different conditions. They also observe the student's behavioral reactions to various illumination levels and environmental layouts. These observations provide a comprehensive understanding of the student's functional capabilities, which is essential for planning effective educational interventions.

31. (B) Less than 40 degrees up to 10 degrees
The Rights of Persons with Disabilities Act 2016 defines the visual field limitations for classification purposes. For an individual to be categorized as having low vision, their field of vision must be limited to an angle of less than forty degrees, extending down to ten degrees in the better eye. This metric helps identify students who require specialized orientation and mobility support.

32. (D) I, II, III, and IV
Myopia, hyperopia, astigmatism, and presbyopia represent the primary refractive errors affecting vision. Myopia causes distant blurriness, while hyperopia affects near vision. Astigmatism results from irregular corneal curvature, distorting images at all distances. Presbyopia is the age-related loss of lens flexibility. Correctly identifying these conditions is vital for providing the appropriate corrective lenses and classroom supports to ensure student success.

33. (B) Restriction in the range and variety of experiences, restriction in the ability to get around (mobility), and restriction in control of the environment and relation to the self.
Blindness imposes three primary limitations on an individual's daily life and development. These include a restricted range and variety of experiences, a limited ability to move around independently through the environment, and a reduced sense of control over one's surroundings and relation to self. Understanding these fundamental restrictions is crucial for designing effective educational programs and fostering independence in students.

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conduction thresholds are normal but air conduction thresholds are elevated) indicates which type of hearing impairment?
(A) Pure sensorineural hearing loss
(B) Conductive hearing loss
(C) Central auditory processing disorder
(D) Functional (non-organic) hearing loss

93. What is a key operational difference between an FM Assistive Listening System and an Induction Loop System in a classroom setting?
(A) FM systems require a specialized radio receiver, while induction loops send magnetic signals directly to the hearing aid's T-coil.
(B) FM systems operate as purely visual signaling networks, whereas induction loops are designed as strictly localized tactile systems.
(C) Induction loops require a high-power radio transmitter worn by the student, whereas FM systems rely on optical infrared wave lines.
(D) Induction loops can only be safely operated outdoors, while FM systems are strictly limited to standardized indoor classrooms.

94. Albinism is a genetic condition that impacts the visual system. What are the typical ocular characteristics and educational implications associated with Albinism in students?
(A) Near-typical distant visual acuity paired with severe, progressive tunnel vision and loss of visual fields over time.
(B) Severe progressive clouding of the cornea and lens, eventually requiring invasive optical optical surgical transplantation.
(C) Lack of iris/retinal pigment, causing photophobia, nystagmus, and low acuity, requiring glare control and large print.
(D) Highly developed night-vision tracking capabilities paired with absolute, congenital total color blindness from birth.

95. Why is the early physical exposure to tactile books and real objects critical for the literacy development of a blind infant?
(A) It directly assists the visually impaired child in developing detailed, accurate mental visual imagery and spatial maps.
(B) It completely replaces the developmental need for the young child to learn or practice verbal spoken language systems.
(C) It prevents the child from developing severe gross or fine motor delays in their lower extremities and physical limbs.
(D) It builds tactile discrimination, object concepts, and curiosity, which are foundational for learning to read Braille.

96. What is the primary developmental benefit of using the "hand-under-hand" physical guidance technique when assisting a child with deaf-blindness in exploring a new tactile object?
(A) It allows the adult instructor to guide the child's hands rapidly through the sensory task to save valuable classroom time.
(B) It keeps the child's hands fully passive and protected so they do not accidentally drop, break, or damage the novel object.
(C) It lets the child feel the adult's hand movements while keeping control of their own hands, facilitating active exploration.
(D) It completely prevents the child from utilizing their residual vision to visually inspect the object during the manual task.

97. In audiogram interpretation, how are the parameters "decibel (dB)" and "Hertz (Hz)" conceptually distinguished?
(A) Decibel measures the frequency (pitch) of sound, while Hertz measures the intensity (loudness).
(B) Decibel measures the intensity (loudness) of sound, while Hertz measures the frequency (pitch).
(C) Decibel measures the duration of sound, while Hertz measures the velocity.
(D) Decibel is used for bone conduction, while Hertz is used only for air conduction.

98. Which of the following describes the most appropriate strategy for a teacher of the visually impaired (TVI) to introduce a new spatial classroom layout to a blind student at the start of the school year?
(A) Handing the student a standard high-resolution visual print map of the entire school building layout on their first day.
(B) Asking the student to sit quietly at their desk and listen to a long verbal list of all classroom furniture coordinates.
(C) Keeping all classroom furniture and desks constantly in motion and rearranging them weekly to encourage rapid adaptation.
(D) Conducting a physical orientation tour from a fixed landmark (e.g., the desk) and exploring paths to key classroom areas.

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9. (A) Both A and R are true and R is the correct explanation of A
Conductive hearing loss is more frequently treatable through medical or surgical means because it involves the mechanical components of the outer or middle ear. Since the inner ear and auditory nerve remain healthy and functional, clearing an obstruction or repairing a physical structure can restore hearing. Sensorineural loss involves neural damage, which modern medicine cannot currently repair or replace easily.

10. (A) Providing preferential front-row seating with clear, unobstructed visual access to the teacher's face.
Preferential seating in the front row is a crucial immediate accommodation for students with moderate hearing loss. This placement provides clear visual access to the teacher's face, facilitating lip-reading and the pick-up of non-verbal cues. It also reduces the physical distance between the sound source and the student, improving the signal-to-noise ratio and ensuring instructions are more audible.

11. (B) To capitalize on the critical period of brain plasticity for optimal speech, language, and cognitive growth.
Universal newborn hearing screening is essential to identify hearing loss during the earliest stages of life. The brain possesses maximum neuroplasticity during the first few months, which is a critical period for developing speech, language, and cognitive skills. Early identification and intervention ensure that the auditory cortex receives necessary stimulation, preventing permanent delays in language acquisition and development.

12. (C) II, III, and IV only
Total Communication, the Bilingual-Bicultural approach, and Cued Speech all incorporate visual or manual components to support language development. Total Communication uses any combination of signs, speech, and gestures, while the Bilingual-Bicultural method prioritizes sign language. Cued Speech utilizes hand shapes near the face to clarify spoken phonemes. These systems provide accessible linguistic input for students who struggle with auditory-only communication.

13. (A) A loose, improperly fitted ear mold allowing amplified sound to escape and re-enter the microphone.
Acoustic feedback, or whistling, occurs when amplified sound escapes from the ear canal and is picked up again by the hearing aid's microphone. This cycle is most frequently caused by an improperly fitted or loose ear mold. When the seal is not airtight, the sound leaks out, creating a continuous loop of amplification that manifests as a high-pitched squeal.

14. (C) Reading comprehension and syntax acquisition
Reading comprehension and syntax acquisition are highly vulnerable in children with pre-lingual hearing loss due to limited access to spoken language. Without early linguistic input through signs or effective hearing technology, these students often struggle with the complex grammatical structures of written language. This deficit impacts overall literacy, making it difficult to master subjects that rely heavily on text-based information.

15. (A) Both A and R are true and R is the correct explanation of A
Deaf children of Deaf parents often achieve better academic and social outcomes because they receive immediate access to a fully accessible language from birth. Natural exposure to sign language prevents early language deprivation, which is common when hearing parents lack signing skills. This solid linguistic foundation allows for typical cognitive development, which then translates into stronger literacy and classroom performance.

16. (C) Overcoming distance, reverberation, and background noise by sending the teacher's voice directly to the receiver.
FM systems utilize radio waves to transmit the teacher's voice directly from a microphone to a receiver worn by the student. This technology effectively eliminates the negative effects of distance, reverberation, and ambient classroom noise. By providing a clear and consistent signal directly to the ear, the system ensures the student hears the primary speaker above all other sounds.

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ANSWERS

1. (B) Organ of Corti
The organ of Corti is the specialized receptor organ for hearing located within the cochlea of the inner ear. It contains thousands of tiny hair cells that detect pressure waves in the cochlear fluid. These hair cells transform mechanical energy into electrical signals, which travel via the auditory nerve to the brain for processing and sound perception.

2. (C) A person having 60 dB to 70 dB hearing loss in both ears in conversational range of frequencies
Under the Rights of Persons with Disabilities Act 2016, hard of hearing is legally defined as a person having sixty to seventy decibels hearing loss in both ears in the conversational range of frequencies. This classification ensures that individuals with significant but not total hearing loss receive specific legal protections, accommodations, and support services within educational and professional settings.

3. (A) Congenital hearing loss disrupts spontaneous speech acquisition, whereas acquired hearing loss preserves existing language.
Congenital hearing loss occurs before a child develops language, preventing the natural, spontaneous acquisition of speech through auditory imitation. In contrast, acquired hearing loss occurs after the child has already established linguistic foundations. While acquired loss may impact communication clarity, the existing cognitive structures of language are typically preserved, allowing for different rehabilitative strategies and educational focuses compared to pre-lingual deafness.

4. (A) Both A and R are true and R is the correct explanation of A
Hearing loss is frequently termed an invisible disability because it lacks obvious physical markers or external deformities. Unlike many physical impairments, its impact on communication and learning is not immediately apparent to observers. This lack of visibility often results in delayed diagnosis, societal neglect, and an underestimation of the significant educational and social barriers faced by students with hearing impairments.

5. (A) Otitis media with effusion
Otitis media with effusion involves the accumulation of non-infected fluid in the middle ear cavity behind the eardrum. This fluid creates a physical barrier that dampens the vibration of the ossicular chain and prevents the efficient conduction of sound waves to the inner ear. Consequently, it leads to a temporary or persistent conductive hearing loss until the fluid resolves.

6. (D) Cochlea, sensory hair cells, and the internal vestibulocochlear nerve
Sensorineural hearing loss occurs due to damage or dysfunction within the inner ear or the auditory nerve. Specifically, it involves pathology in the cochlea, loss of sensory hair cells, or issues with the vestibulocochlear nerve itself. Unlike conductive loss, this type is usually permanent because it affects the neural pathways responsible for converting and transmitting auditory information to the brain.

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(A) I and II only
In disability studies, the lowercase term describes the medical or audiological condition of significant hearing loss. Conversely, the uppercase term identifies a cultural and linguistic group that uses sign language as their primary communication. Members of the Deaf community view themselves as a distinct minority with a shared heritage and culture, rather than individuals defined solely by a sensory deficit.

8. (C) Both air and bone conduction thresholds are elevated, but bone thresholds are better, showing an air-bone gap.
Mixed hearing loss is identified on an audiogram when both air conduction and bone conduction thresholds are outside the normal range. However, a significant gap remains between the two, with bone conduction showing better hearing than air conduction. This configuration indicates that the individual has a combination of both sensorineural damage in the inner ear and a conductive blockage.

99. When conducting a school-based vision screening, what is the standard recommended testing distance when using a Snellen visual acuity chart?
(A) 1 meter (3 feet)
(B) 3 meters (10 feet)
(C) 6 meters (20 feet)
(D) 12 meters (40 feet)

100. A standard Braille cell is mathematically structured in which of the following configurations of raised dots?
(A) A simple grid of four dots, structured as two dots high and two dots wide.
(B) A larger grid of eight dots, structured as four dots high and two dots wide.
(C) A standard grid of six dots: three dots high, two dots wide, numbered 1 to 6.
(D) A single, continuous horizontal row of six tactile dots aligned on a line.

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17. (B) Face the student and speak directly to them at a natural pace, rather than talking to the interpreter.
When using a sign language interpreter, the educator should maintain direct eye contact and speak directly to the student rather than the interpreter. This practice fosters a personal connection and respects the student's autonomy. Speaking at a natural pace and volume allows the interpreter to relay information accurately while ensuring the student remains the central focus of the interaction.

18. (D) I, II, III, IV, and V
A standard behind-the-ear digital hearing aid consists of several essential parts. The microphone picks up environmental sound, the amplifier processes it, and the receiver delivers it to the ear. The battery provides necessary power, while the ear mold ensures the device stays in place and directs sound into the canal. Each component is vital for the device to function.

19. (A) Using sign language as L1 to build cognitive proficiency, while teaching the written national language as L2.
The Bilingual-Bicultural approach utilizes sign language as the student's first language to develop cognitive and linguistic proficiency. Once this foundation is established, the national written language is taught as a second language. This method respects the cultural identity of the student while ensuring they develop the literacy skills necessary for academic success and integration into the wider literate society.

20. (C) A hearing aid amplifies acoustic sounds through the normal pathway, whereas a cochlear implant electrically stimulates the auditory nerve directly.
A standard hearing aid is an acoustic device that amplifies sound waves, which then travel through the normal middle and inner ear structures. In contrast, a cochlear implant is a surgically implanted device that bypasses damaged hair cells. It converts sound into electrical signals that directly stimulate the auditory nerve, allowing individuals with profound deafness to perceive sounds and speech.

21. (A) Cornea → Pupil → Lens → Vitreous Humor → Retina → Optic Nerve → Occipital Lobe
Visual perception begins when light passes through the cornea and enters the pupil. It is then focused by the lens through the vitreous humor onto the retina. The retina converts light into electrical impulses, which are carried by the optic nerve to the occipital lobe of the brain. This systematic pathway is essential for the clear processing of visual images.

22. (A) Both A and R are true and R is the correct explanation of A
A clinical eye examination focuses on measuring acuity and identifying pathology in a sterile environment. However, a Functional Vision Assessment is more valuable for educators because it evaluates how a student actually uses their residual vision in daily school activities. Understanding how lighting, contrast, and distance affect a student's performance allows teachers to implement effective, real-world classroom accommodations and strategies.

23. (B) Cataract
A cataract is the gradual clouding of the eye's crystalline lens, which obstructs light from reaching the retina. This condition is highly prevalent and leads to painless, progressive vision loss. If left untreated, it can cause total blindness. Fortunately, it is often reversible through a common surgical procedure that replaces the clouded lens with a clear artificial intraocular lens.

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24. (D) I, II, and III
Under the Rights of Persons with Disabilities Act 2016, blindness is defined by three clinical criteria. These include a total absence of sight, visual acuity not exceeding 3/60 or 10/200 Snellen in the better eye after correction, or a field of vision restricted to less than ten degrees. Meeting any of these conditions qualifies an individual for legal blindness status.

25. (D) Visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/200 (Snellen) in the better eye
The Rights of Persons with Disabilities Act 2016 classifies low vision based on specific visual acuity measurements. Individuals in this category have visual acuity not exceeding 6/18 or less than 20/60, up to 3/60 or 10/200 in the better eye with the best possible correction. This definition differentiates low vision from blindness, ensuring appropriate support for varied visual needs.

(D) Tracking is a tactile method of feeling the speaker's throat and vocal cords, whereas tactile sign language is strictly visual-only in classroom settings.

72. In pediatric hearing assessment, what is the primary operational utility of Otoacoustic Emissions (OAE) testing?
(A) A behavioral testing method that measures the child's response to pure tones by requiring them to press a physical button.
(B) A subjective pediatric assessment designed to evaluate a child's understanding of spoken sentences in noisy backgrounds.
(C) An objective screening tool measuring acoustic energy generated by cochlear outer hair cells in response to auditory stimuli.
(D) A highly specialized neurological scan evaluating the overall structural integrity of the auditory temporal lobe cortex.

73. An educational sign language interpreter is placed in a mainstream classroom to support a deaf student. Which of the following actions represents a violation of professional ethical boundaries for the interpreter?
(A) Translating all verbal interactions, including side conversations of peers, to the student.
(B) Developing a list of specialized academic signs in collaboration with the special educator.
(C) Sitting in a position that provides clear visual contrast and visibility to the student.
(D) Modifying classroom assignments and grading the deaf student's exams to assist the class teacher.

74. For a student with low vision who is highly sensitive to glare (photophobia), which environmental modification in the classroom would be most beneficial?
(A) Installing adjustable window blinds and providing matte-finished reading materials or stands that block direct glare.
(B) Increasing the number of direct, unshielded fluorescent overhead light tubes to maximize raw classroom illumination.
(C) Seating the student directly facing a bright, sunny window to maximize natural light during reading activities.
(D) Instructing the student to keep their eyes closed or wear dark blindfolds during all verbal teacher-led lectures.

75. Kavita is a 9-year-old student with low vision (visual acuity of 6/36) in an inclusive fourth-grade classroom. During reading tasks, she frequently loses her place on the page, complains of visual fatigue within 10 minutes, and struggles to read standard 12-point font. Which of the following represents the most comprehensive set of accommodations for Kavita?
(A) Placing Kavita in a separate, darkened room and having an assistant or volunteer read all the academic texts aloud to her.
(B) Providing large-print books, a typoscope to block other lines, adjustable desk lighting, and scheduled visual rest breaks.
(C) Exempting Kavita from all classroom reading activities and replacing them entirely with tactile drawing and modeling tasks.
(D) Requiring Kavita to use a traditional mechanical Braille slate and stylus for all daily reading and writing assignments.

76. In early intervention for infants with deaf-blindness, "co-active movement" is a technique used to achieve which developmental goal?
(A) Teaching the child to crawl, sit, and roll over on command through the consistent use of positive verbal reinforcement.
(B) Having the adult perform movements in physical contact with the infant to help them experience the flow of purposeful movement.
(C) Testing the child's primary muscle reflexes and motor responses under conditions of high-intensity visual stimulation.
(D) Forcing the infant to complete complex gross motor tasks independently without allowing any parental or adult contact.

77. Which of the following is a core pedagogical principle of Auditory-Verbal Therapy (AVT) for children with hearing impairment who have received cochlear implants or hearing aids?
(A) Developing spoken language through therapy focused exclusively on listening, systematically excluding visual cues like lip-reading.
(B) Maximizing the child's use of visual lip-reading, facial expressions, and natural hand gestures to support speech understanding.
(C) Teaching the child to rely on standard manual sign language as their primary, daily mode of expressive and receptive communication.
(D) Restricting auditory stimulation to keep the child's developing auditory neural pathways from becoming sensory overloaded.

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34. (D) Resource Room/Itinerant Teacher Model
The Resource Room or Itinerant Teacher model involves placing a student with a visual impairment in a mainstream school setting. The student attends regular classes alongside sighted peers but receives specialized support from a visiting expert. This support typically includes instruction in Braille, orientation and mobility, and assistive technology, ensuring the student can access the standard curriculum while developing essential skills.

35. (A) Integrating parts into wholes through tactile experiences that clarify relationships between objects, concepts, and environments.
The principle of Unified Learning emphasizes the importance of helping students with visual impairments understand how individual parts relate to a whole concept. Since they cannot see entire scenes at once, tactile experiences must be structured to clarify these relationships. By integrating various sensory inputs, educators help students build a comprehensive mental representation of objects, environments, and abstract academic concepts.

36. (A) Both A and R are true and R is the correct explanation of A
Students with visual impairments require the Expanded Core Curriculum because they cannot acquire social and life skills through incidental visual observation. Sighted students naturally learn by watching others, but blind students must be explicitly taught these foundational skills. Instruction in the ECC areas, such as social interaction and independent living, ensures these students achieve the same developmental milestones as their peers.

37. (A) Orientation and Mobility (O&M)
Orientation and Mobility is one of the nine essential areas of the Expanded Core Curriculum for students with visual impairments. It focuses on teaching students how to travel safely, efficiently, and independently within various environments. Mastery of these skills is fundamental for social integration, academic participation, and the development of self-confidence, allowing students to navigate the world without constant assistance.

38. (D) The Taylor Frame uses metal pegs in octagonal holes to represent math symbols, while the Abacus uses movable beads on rods for rapid calculations.
The Taylor Frame and the Abacus are distinct mathematical tools used by students with visual impairments. The Taylor Frame utilizes metal pegs placed in octagonal holes to represent various mathematical symbols and numbers for static calculations. In contrast, the Abacus consists of movable beads on rods, allowing the user to perform rapid mental arithmetic and complex calculations through tactile manipulation.

39. (D) I, II, III, IV, and V
A comprehensive set of tools for a student with total blindness includes devices for reading, writing, and mathematics. The Perkins Brailler and tactile graphics kit support literacy and spatial understanding. The Taylor Frame and Abacus facilitate mathematical learning, while talking calculators and screen-reading software provide access to digital information and complex calculations. Together, these tools ensure full classroom participation.

40. (D) It converts digital screen text into synthesized speech or outputs it to a refreshable Braille display.
Screen reading software functions by capturing the digital text displayed on a computer or smartphone screen. It then converts this information into synthesized speech or sends it to a refreshable Braille display. This allows individuals with visual impairments to navigate interfaces, read documents, and browse the internet independently. It is a cornerstone of modern assistive technology for accessing digital content.

41. (D) Providing Rajesh with a rubber mat, a spur wheel, and a tactile ruler to construct and trace various triangles.
For a student with total blindness, geometric concepts are best taught using tactile materials. Providing a rubber mat and a spur wheel allows the student to create raised-line drawings of triangles that they can explore with their hands. Combined with a tactile ruler, these tools enable the student to actively construct and measure shapes, facilitating a deep conceptual understanding of geometry.

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from overhead bulbs. These modifications help minimize visual discomfort and fatigue, allowing the student to focus on their academic tasks more effectively and comfortably throughout the school day in a mainstream classroom.

75. (B) Providing large-print books, a typoscope to block other lines, adjustable desk lighting, and scheduled visual rest breaks.
For a student with low vision like Kavita, a combination of accommodations is most effective. Large-print books make text more accessible, while a typoscope helps maintain focus on a single line. Proper lighting reduces strain, and scheduled breaks prevent visual fatigue. These practical strategies address the student's specific functional limitations, ensuring they can engage with reading materials alongside their sighted classmates.

76. (B) Having the adult perform movements in physical contact with the infant to help them experience the flow of purposeful movement.
Co-active movement is a technique where an adult performs a movement while in physical contact with a child with deaf-blindness. This allows the child to experience the rhythm and flow of purposeful actions, such as reaching or sitting. By sharing the movement, the adult helps the child develop motor awareness and understand the physical requirements of various daily activities and routines.

77. (A) Developing spoken language through therapy focused exclusively on listening, systematically excluding visual cues like lip-reading.
Auditory-Verbal Therapy is a specialized approach that focuses on developing spoken language through listening. It systematically excludes visual cues, such as lip-reading or signing, to encourage the child to maximize their use of residual hearing or cochlear implant technology. The goal is to strengthen the auditory brain pathways, enabling the child to communicate effectively in a hearing-oriented society through speech and listening.

78. (C) Acuity measures sharpness of vision (at 20 feet/6 meters), while field refers to the peripheral area visible when focusing on a central point.
Visual acuity and visual field are two distinct aspects of vision. Acuity measures the sharpness and clarity of sight, typically tested at a distance of twenty feet. In contrast, the visual field refers to the total area that is visible to the eyes when they are focused on a central point. Both factors are critical for understanding an individual's overall visual function.

79. (D) Cataract — Painful, sudden loss of color vision only, with no effect on distant reading.
The description of cataracts as causing a sudden loss of color vision without affecting distance reading is incorrect. Cataracts typically involve a slow, progressive clouding of the lens, which blurs vision at all distances and makes it difficult to see details. While they can affect color perception, the primary educational impact is a general reduction in visual acuity that impacts all reading.

80. (C) Adapt the experiment to include auditory cues, tactile feedback, and strong olfactory indicators.
Making science labs inclusive for students with visual impairments involves engaging multiple senses. Teachers can adapt experiments to include auditory cues, such as the sound of a bubbling liquid, or tactile feedback from raised-line measurement tools. Olfactory indicators, like distinct smells from chemical reactions, also provide valuable information. This approach ensures the student actively participates and learns the scientific concepts through direct experience.

81. (B) A flexible wooden platform that transmits sound and motor vibrations, allowing a child sitting on it to feel acoustic signals.
A resonance board is a thin, flexible wooden platform placed on the floor. When a child with deaf-blindness sits or lies on it, the board amplifies and transmits vibrations from sounds and movements. This provides the child with immediate tactile and kinesthetic feedback about their environment, encouraging exploration and helping them develop an awareness of sound and their own physical presence.

82. (D) Otosclerosis
Otosclerosis is a condition involving abnormal bone remodeling in the middle ear. It specifically affects the stapes footplate, which becomes stuck or fixed in place. This prevents the stapes from vibrating properly to transmit sound to the inner ear, leading to a progressive conductive hearing loss. It is a common cause of hearing impairment

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50. (A) Both A and R are true and R is the correct explanation of A
Hand-under-hand guidance is pedagogically superior because it allows the student to remain an active participant in their learning. The student's hands rest on top of the instructor's, enabling them to feel the movement while maintaining the freedom to pull away if they choose. This approach prevents the passivity and intrusion often associated with hand-over-hand guidance, fostering greater independence and confidence.

51. (A) Using a white cane with red reflective stripes to signal internationally that the user has both visual and hearing losses.
A white cane with red reflective stripes is the internationally recognized symbol for an individual who has both visual and hearing impairments. This specialized modification alerts drivers, pedestrians, and safety officials that the user may not hear warning sounds or see visual signals. Using this cane is a vital safety practice, as it helps the community provide appropriate assistance.

52. (C) To establish predictable routines and represent daily activities with tactile objects, helping the transition to symbolic communication.
Calendar boxes are essential tools in early intervention for children with congenital deaf-blindness. They use physical objects to represent specific daily activities, helping the child understand the sequence of events and the concept of time. By establishing a predictable routine, these object schedules facilitate the transition from concrete experiences to symbolic communication, building a foundation for future language development.

53. (C) I, II, and III only
Usher Syndrome is an autosomal recessive genetic condition with several defining characteristics. Type I involves profound congenital deafness and early-onset Retinitis Pigmentosa, often accompanied by vestibular issues that affect balance. Unlike some conditions, it cannot be prevented through dietary changes. Accurate understanding of these clinical features is essential for providing appropriate educational planning and support for students with this condition.

54. (D) Sensory barriers prevent understanding of standardized test stimuli, measuring sensory deficits rather than actual potential.
Standardized IQ tests are often invalid for children with congenital deaf-blindness because the sensory barriers prevent them from understanding the test stimuli. These assessments typically measure what the child cannot do due to their sensory deficits rather than their actual cognitive potential. Therefore, traditional scores may underestimate their intelligence, making it necessary to use specialized, ecologically-based assessment methods instead.

55. (B) Refreshable Braille displays connected to a smartphone or computer using standard QWERTY keyboard inputs.
For a literate individual with acquired deaf-blindness, a refreshable Braille display connected to a digital device is an effective communication tool. This system allows the user to read incoming text in Braille and respond using a standard or Braille keyboard. It facilitates independent communication in various settings, including professional and social environments, by providing direct access to the digital world.

56. (C) CHARGE Syndrome
CHARGE syndrome is a complex genetic condition identified by a specific cluster of congenital anomalies. The acronym stands for Coloboma, Heart defects, Atresia of the choanae, Restriction of growth, Genital abnormalities, and Ear abnormalities. Because it frequently involves both vision and hearing loss, it is a significant cause of deaf-blindness. Children with this syndrome require comprehensive, multidisciplinary support for their development.

57. (A) Both A and R are true and R is the correct explanation of A
For a child with congenital deaf-blindness, the world is limited to what they can physically touch. Because vision and hearing—the distance senses—are impaired, they cannot spontaneously access information about objects or people beyond their immediate reach. This makes tactile interaction their primary mode of learning, requiring instructors to bring the world to the child to facilitate exploration and understanding.

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58. (A) Presenting a small, dry bar of soap (a tactile cue) before guiding him under-hand to the sink, repeating this sequence daily.
Introducing a routine like handwashing to a child with deaf-blindness involves using consistent tactile cues. Presenting a specific object, such as a bar of soap, immediately before the activity helps the child anticipate what will happen next. Using hand-under-hand guidance to the sink further reinforces the sequence, eventually allowing the child to understand the routine and participate more independently.

59. (B) To serve as the student's 'eyes and ears,' providing continuous, individualized access to information, communication, and social interaction.
An intervenor plays a critical role in the education of a student with deaf-blindness by acting as their eyes and ears. They provide a continuous bridge to the environment, translating sensory information and facilitating communication with others. This individualized support ensures the student has access to the classroom curriculum and social interactions, which is essential for preventing isolation and fostering development.

60. (A) I → III → II → IV → V
A comprehensive sensory-ecological assessment follows a logical progression. It begins with a medical record review, followed by interviews with caregivers to understand communication modes. Next, the student is observed in natural routines to see how they use their residual senses. Then, the sensory demands of the environment are analyzed, leading finally to the design and implementation of personalized instructional strategies.

61. (A) Rubella (German Measles)
Rubella, or German Measles, is a significant preventable cause of congenital disabilities when contracted during early pregnancy. The resulting Congenital Rubella Syndrome often presents with a triad of symptoms: cataracts, sensorineural deafness, and cardiac defects. Vaccination programs are the most effective way to prevent these outcomes, highlighting the importance of maternal health in reducing the prevalence of sensory impairments in newborns.

62. (C) The lowest decibel level at which an individual can correctly identify and repeat fifty percent of a list of two-syllable spondee words.
The Speech Reception Threshold is a clinical measure used in speech audiometry. It identifies the lowest intensity level, measured in decibels, at which an individual can correctly repeat fifty percent of a standardized list of two-syllable words known as spondees. This threshold provides a baseline for understanding how well a person can perceive and process clear, spoken linguistic information.

63. (D) Astigmatism
Astigmatism is a common refractive error caused by an irregular, non-spherical curvature of the cornea or lens. This irregularity prevents light from focusing on a single point on the retina, resulting in distorted or blurred vision at all distances. It often occurs alongside myopia or hyperopia and can usually be corrected with specially designed cylindrical lenses in glasses or contacts.

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64. (A) Both A and R are true and R is the correct explanation of A
Glaucoma is often called the silent thief of sight because it typically develops without noticeable pain or symptoms in its early stages. Increased intraocular pressure causes progressive damage to the optic nerve, primarily affecting peripheral vision first. Because the loss is gradual and begins at the edges, many individuals do not realize their vision is failing until significant, irreversible damage occurs.

65. (B) Using distinct tactile textures and raised lines with adequate spacing (3-5 mm) and a clear tactile legend.
To be useful for a blind student, tactile graphics must be designed with clarity and simplicity in mind. This involves using distinct textures and raised lines with sufficient spacing to prevent confusion. A clear tactile legend is also essential for explaining the meaning of different symbols. These design choices ensure that the student can accurately interpret the graphic through touch.

66. (D) An interpreter translates spoken language, whereas an intervenor mediates the sensory environment and guides interactions.
While both roles support communication, an intervenor provides a more comprehensive form of mediation for students with deaf-

blindness. A sign language interpreter focuses on translating spoken language into signs. In contrast, an intervenor mediates the entire sensory environment, providing visual and auditory information about what is happening in the room, guiding physical interactions, and facilitating the student's overall engagement.

67. (A) Normal outer hair cell function (measured by OAE), but abnormal or dyssynchronous neural transmission through the auditory nerve (ABR).
Auditory Neuropathy Spectrum Disorder is characterized by a unique physiological profile where the outer hair cells of the cochlea function normally, but neural transmission is disrupted. Clinical tests show present otoacoustic emissions alongside absent or dyssynchronous auditory brainstem responses. This condition results in inconsistent hearing and significant difficulty understanding speech, even when sounds are loud enough to be detected by the individual.

68. (C) Deaf infants exhibit hand-based 'visual babbling' and produce first signs at about the same age hearing infants speak first words.
Research shows that deaf infants born to signing parents achieve linguistic milestones at approximately the same time as hearing infants born to speaking parents. These children exhibit manual babbling using their hands and typically produce their first recognizable signs around twelve months of age. This highlights that the capacity for language acquisition is independent of the specific sensory modality being used.

69. (A) Damage to visual brain pathways, resulting in behaviors like a strong preference for saturated colors and moving objects.
Cortical Visual Impairment is a neurological condition caused by damage to the brain's visual processing pathways rather than the eyes themselves. Individuals with CVI often exhibit unique visual behaviors, such as a strong preference for specific saturated colors, a need for movement to see objects, and difficulties with visual complexity. Understanding these behaviors is key to providing effective educational and environmental adaptations.

70. (B) I, II, III, and IV only
The Expanded Core Curriculum for students with visual impairments includes independent living skills, social interaction skills, career education, and self-determination. These areas address the specific needs that are not covered by the standard academic curriculum, ensuring students develop the independence and social competence necessary for adult life. Sign language is generally not a core component unless the student also has hearing loss.

71. (B) In tactile sign language, the receiver's hands cover the signer's hands to feel movements, whereas in tracking, they hold wrists to guide visual attention.
Tactile sign language and tracking are two different modes of manual communication for people with deaf-blindness. In tactile signing, the receiver places their hands over the signer's hands to feel the movements and shapes. In tracking, the receiver lightly holds the signer's wrists or forearms to guide their own visual attention to the signs, often used by those with some residual vision.

72. (C) An objective screening tool measuring acoustic energy generated by cochlear outer hair cells in response to auditory stimuli.
Otoacoustic Emissions testing is an objective screening tool used to assess the health of the inner ear, particularly in newborns and young children. It measures the faint acoustic energy generated by the cochlea's outer hair cells in response to sound stimuli. Because it does not require a behavioral response from the patient, it is highly effective for early hearing screening.

73. (D) Modifying classroom assignments and grading the deaf student's exams to assist the class teacher.
A professional sign language interpreter's role is to facilitate communication, not to perform the duties of a teacher. Modifying assignments or grading exams is a violation of ethical boundaries, as it crosses into the realm of academic assessment and instruction. Maintaining a clear distinction between interpreting and teaching ensures that the student receives an equitable education while respecting the educator's professional role.

74. (A) Installing adjustable window blinds and providing matte-finished reading materials or stands that block direct glare.
Students with photophobia, or extreme light sensitivity, benefit from environmental changes that reduce glare. Installing adjustable blinds allows for control over natural light, while matte-finished materials prevent reflections

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CHAPTER 11

Introduction to Neuro Developmental Disabilities

1. Under the Right of Persons with Disabilities (RPWD) Act, 2016, "Specific Learning Disability" is characterized by a deficit in which of the following processes?
(A) Intellectual functioning and adaptive behavior originating before 18 years
(B) Ability to speak, write, spell, or do mathematical calculations due to neurological conditions
(C) Social-communication and repetitive, restricted patterns of behavior
(D) Motor planning, coordination, and execution of voluntary movements

2. Which type of Specific Learning Disability is specifically associated with deficits in motor planning, spatial awareness, and manual dexterity, often called "clumsy child syndrome" in traditional literature?
(A) Dyscalculia
(B) Dysgraphia
(C) Dysphonetic Dyslexia
(D) Developmental Dyspraxia

3. Read the given assertion and reason, and select the correct option.
Assertion (A): Students with learning disabilities often exhibit a "spiky profile" in cognitive testing rather than a flat, uniform profile.
Reason (R): Learning disabilities are characterized by intra-individual discrepancies where specific cognitive processes are impaired while others remain average or superior.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. In the context of learning disabilities, what is the clinical distinction between "Dysphonetic Dyslexia" and "Dyseidetic Dyslexia"?
(A) Dysphonetic involves motor planning deficits in writing, while dyseidetic involves computational deficits.
(B) Dysphonetic is caused by auditory processing deficits, while dyseidetic is caused exclusively by peripheral visual impairment.
(C) Dysphonetic involves difficulty connecting sounds to symbols, while dyseidetic involves difficulty recognizing whole words visually.
(D) Dysphonetic displays mathematical computation errors, while dyseidetic displays spelling errors only.

5. Consider the following assessment tools used in India for diagnosing learning disabilities:
I. NIMHANS Index of Specific Learning Disabilities
II. Diagnostic Test of Learning Disability (DTLD) by Swarup and Mehta
III. Grade Level Assessment Device (GLAD) by Jayachandran
Which of the above tools are standardized and specifically used to assess and identify children with learning disabilities in Indian contexts?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

6. When evaluating a student for a Specific Learning Disability, which assessment method focuses on measuring a student's progress directly and repeatedly over time using brief, structured academic probes?
(A) Norm-Referenced Psychometric Testing
(B) Dynamic Assessment of Mediated Learning
(C) Ecological Assessment of Classroom Environments
(D) Curriculum-Based Measurement (CBM)

7. A special educator teacher uses the Orton-Gillingham approach to teach reading to a child with severe dyslexia. Which of the following best describes the core pedagogical philosophy of this approach?

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that can often be treated with surgery or hearing aids.

83. (D) At least +15 dB (teacher's voice is 15 decibels louder than the surrounding classroom background noise)
For students with hearing impairments, a high signal-to-noise ratio is essential for speech clarity. The recommended standard is at least +15 decibels, meaning the teacher's voice should be fifteen decibels louder than the background classroom noise. This difference helps the student distinguish speech from ambient sounds, reducing the listening effort required and improving their ability to follow classroom instructions and discussions.

84. (C) The individual must be at 20 feet to see a target that a person with typical vision can see from a distance of 200 feet.
A visual acuity score of 20/200 on the Snellen chart indicates that the individual must be at a distance of twenty feet to see an object that a person with typical vision can see clearly from two hundred feet away. This measurement is a key clinical indicator of significant vision loss and is often used to define the legal threshold for blindness.

85. (A) Maintaining contact with a wall or boundary using the back of the hand while walking to maintain alignment and locate landmarks.
Trailing is an orientation and mobility technique used by individuals with visual impairments to maintain their path and locate landmarks. The user keeps the back of their hand in light contact with a wall or other continuous surface while walking. This provides tactile information about their surroundings, helping them stay aligned and find doors, corners, or other specific points in the environment.

86. (D) Coloboma of the eye
In the acronym CHARGE, the letter C stands for Coloboma of the eye. A coloboma is a gap or hole in one of the structures of the eye, such as the iris or retina, which can significantly impact visual acuity and field. Understanding this and the other features of the syndrome is crucial for managing the complex needs of students with this condition.

87. (B) A bilateral sensorineural hearing loss with a distinct "notch" or drop in thresholds at 4000 Hz and recovery at 8000 Hz.
Noise-induced hearing loss typically appears on an audiogram as a specific drop in hearing thresholds at the 4000 Hertz frequency. This 'noise notch' is a classic diagnostic sign of damage to the cochlea caused by prolonged exposure to high-intensity sounds. Hearing usually improves at the 8000 Hertz frequency, creating a distinct V-shape that distinguishes it from other types of loss.

88. (C) About 60% to 70% of speech sounds are homophenous (look identical, like /p/, /b/, /m/), making them indistinguishable without context.
Speech reading is difficult because many speech sounds, known as homophenes, look identical on the lips. For example, the sounds /p/, /b/, and /m/ are made with the same mouth shape, making it impossible to distinguish them by sight alone. Since over sixty percent of speech is ambiguous in this way, relying solely on lip-reading often leads to significant misunderstandings and frustration.

89. (D) Snellen Chart
The Snellen chart is the most widely used tool for measuring distant visual acuity in clinical settings. It features rows of standardized letters or symbols that decrease in size. By identifying the smallest row they can read from a fixed distance, typically twenty feet or six meters, a person's acuity is determined. This provides a clear, numerical baseline for assessing vision health.

90. (A) Six keys (representing the six dots of a Braille cell), a space bar, a backspace key, and a line feed key.
A standard Perkins Brailler is a mechanical device designed for writing Braille. It features a simple keyboard with six primary keys, each corresponding to one of the dots in a Braille cell. It also includes a space bar, a backspace key, and a line feed key. This layout allows the user to emboss characters onto specialized paper through simultaneous key presses.

91. (B) Touch cues are physical touches on the body signaling immediate events, while object cues are physical items representing a routine.
Touch cues and object cues are tactile communication strategies. Touch cues involve

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42. (A) Students must learn through direct tactile, auditory, and kinesthetic exploration of real objects, rather than through verbal descriptions.
The principle of Concrete Experiences suggests that learners with visual impairments should engage directly with real objects and environments. Tactile, auditory, and kinesthetic exploration provides a more accurate understanding of the world than verbal descriptions alone. By touching, hearing, and manipulating physical items, students build concrete mental concepts, which are essential for mastering abstract ideas and developing meaningful linguistic associations.

43. (A) Both A and R are true and R is the correct explanation of A
Tactile graphics must be simplified because the sense of touch has a much lower spatial resolution than vision. Direct copies of complex visual diagrams often contain too much detail, which can confuse the user and lead to cognitive overload. By prioritizing essential information and using distinct textures and spacing, educators ensure that tactile materials are readable and educationally effective for students.

44. (B) Optacon — An acoustic device that amplifies low-frequency environmental sounds for mobility purposes
The Optacon is not an acoustic device for environmental sounds; rather, it is a historical piece of technology that converted printed letters into tactile vibrations. By moving a small camera over text, the user could feel the shape of letters on their fingertip. While no longer widely used, its primary function was to provide direct tactile access to standard printed materials.

45. (D) I, II, and III
Effective pedagogy for totally blind students relies on three core principles: Concrete Experiences, Unified Learning, and Learning by Doing. Concrete experiences provide direct tactile input, unified learning helps students see how parts form a whole, and self-activity encourages active participation. Implementing these principles together ensures that students develop a deep and accurate understanding of the curriculum through multiple senses.

46. (C) Concomitant hearing and visual impairments causing severe communication, developmental, and educational needs that cannot be accommodated in programs solely for children with deafness or children with blindness.
Deaf-blindness is a unique disability characterized by the combination of hearing and vision loss. This dual sensory impairment creates significant challenges in communication, mobility, and accessing information that cannot be met by programs designed for only one of these disabilities. Consequently, these students require highly specialized, individualized instructional strategies and support systems to facilitate learning and social interaction in school.

47. (D) Congenital sensorineural hearing loss of varying degrees, followed by progressive vision loss due to Retinitis Pigmentosa.
Usher Syndrome is a genetic condition that typically begins with congenital sensorineural hearing loss. As the individual grows, they experience progressive vision loss due to Retinitis Pigmentosa, which affects the retina and often starts with night blindness and a narrowing visual field. This combination of sensory impairments makes Usher Syndrome a leading cause of deaf-blindness, requiring early diagnosis and support.

48. (C) The loss of distance senses deprives the child of incidental learning, requiring structured, systematic tactile-based instruction.
Congenital deaf-blindness significantly hinders a child's ability to learn through incidental observation because both distance senses are impaired. This deprivation prevents the natural acquisition of language and basic daily living skills from the environment. To overcome these barriers, the child requires structured, systematic, and tactile-based instruction to build communication, understand their surroundings, and achieve developmental milestones in a meaningful way.

49. (B) The individual places hands on the speaker's face to feel lip movements, vocal cord vibrations, and air flow of speech.
The Tadoma method is a tactile communication technique where an individual with deaf-blindness places their hands on a speaker's face. By feeling the vibrations of the vocal cords, the movement of the lips, and the flow of air, the receiver can interpret spoken language. This intensive method requires significant training and provides a direct, physical way to understand speech.

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100. (C) A standard grid of six dots: three dots high, two dots wide, numbered 1 to 6.
A standard Braille cell is the fundamental building block of the Braille system. It consists of a rectangular grid of six raised dots, arranged in two vertical columns of three dots each. The dots are numbered one through six, and different combinations of these dots represent letters, numbers, and symbols. This tactile system allows blind individuals to read and write through touch.

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specific physical touches on the student's body to signal an immediate event, such as a tap on the shoulder to say hello. Object cues use physical items to represent upcoming activities, like handing a child a spoon to indicate it is time to eat. Both help build routine and understanding.

92. (B) Conductive hearing loss
An air-bone gap occurs when bone conduction thresholds are within the normal range, but air conduction thresholds show a loss. This indicates that the inner ear is functioning correctly, but there is a problem in the outer or middle ear that prevents sound from reaching the cochlea. This configuration is the hallmark of conductive hearing loss, which is often medically treatable.

93. (A) FM systems require a specialized radio receiver, while induction loops send magnetic signals directly to the hearing aid's T-coil.
FM systems and induction loops are both assistive listening technologies. FM systems use radio waves to transmit sound to a specialized receiver. Induction loops, however, create a magnetic field that is picked up directly by a hearing aid's telecoil. While both improve the signal-to-noise ratio, they rely on different physical mechanisms to deliver clear sound to the student's ear in the classroom.

94. (C) Lack of iris/retinal pigment, causing photophobia, nystagmus, and low acuity, requiring glare control and large print.
Albinism is a genetic condition characterized by a lack of pigment in the iris and retina. This deficiency causes extreme sensitivity to light, involuntary eye movements known as nystagmus, and reduced visual acuity. In the classroom, students with albinism require strategies for glare control, such as wearing tinted lenses or sitting away from windows, as well as access to large-print materials.

95. (D) It builds tactile discrimination, object concepts, and curiosity, which are foundational for learning to read Braille.
Early exposure to tactile books and real objects is vital for blind infants as it builds foundational literacy skills. These experiences develop tactile discrimination—the ability to distinguish different textures and shapes—and foster curiosity about the world. By exploring physical items, children develop the object concepts and manual dexterity necessary for later learning to read and write Braille characters with speed and accuracy.

96. (C) It lets the child feel the adult's hand movements while keeping control of their own hands, facilitating active exploration.
The hand-under-hand technique is highly beneficial because it supports active learning for children with deaf-blindness. By placing the child's hands on top of the adult's, the child can feel the adult's movements while still maintaining control. This empowers the child to explore objects at their own pace and withdraw their hands if they feel uncomfortable, fostering a sense of autonomy and safety.

97. (B) Decibel measures the intensity (loudness) of sound, while Hertz measures the frequency (pitch).
In audiology, the decibel and the hertz measure different properties of sound. The decibel is used to quantify the intensity or loudness of a sound, with higher numbers indicating louder volumes. The hertz measures frequency or pitch, reflecting how many sound waves occur per second. Together, these two parameters provide a complete description of an individual's hearing thresholds across various sound ranges.

98. (D) Conducting a physical orientation tour from a fixed landmark (e.g., the desk) and exploring paths to key classroom areas.
To introduce a new classroom layout to a blind student, an orientation tour starting from a fixed landmark is the most effective strategy. By physically walking the paths from their desk to important areas like the teacher's station or the bookshelf, the student builds a mental map of the space. This structured exploration promotes independence and confidence in navigating the room without assistance.

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99. (C) 6 meters (20 feet)
The standard recommended distance for visual acuity screening using a Snellen chart is six meters, which is approximately twenty feet. Testing at this fixed distance ensures that the measurements are consistent and accurate for identifying distant vision issues. This standardized protocol allows clinicians to compare results across different populations and monitor changes in an individual's visual health over time with precision.

(A) Whole-language immersion focusing on reading context clues and illustrative pictures
(B) Explicit, systematic, sequential, and multisensory instruction using multiple pathways
(C) Direct, teacher-led instruction focusing primarily on silent reading and comprehension
(D) Tactile tracing of individual sandpaper letters without phonetic or visual analysis

8. Read the given assertion and reason, and select the correct option.
Assertion (A): Dysgraphia cannot be diagnosed solely by analyzing a student's handwriting legibility.
Reason (R): Dysgraphia is a neurological disorder that involves motor planning, fine motor coordination, visual-spatial processing, and spelling deficits.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. Which teaching strategy involves breaking down a complex mathematical problem into smaller, sequential steps, modeling the solution aloud, and then providing guided practice before independent execution?
(A) Whole Word Method focusing on visual identification
(B) Incidental Teaching using child-led interactions
(C) Unstructured Discovery Learning through exploration
(D) Cognitive Strategy Instruction with explicit modeling

10. Which accommodation is considered a "modification" rather than a "presentation accommodation" for a student with Dyscalculia during a standardized mathematics assessment?
(A) Reducing the complexity of word problems to test basic operations only
(B) Providing standard digital calculators for solving basic calculations
(C) Allowing extended testing time to complete all assessment activities
(D) Reading word problems aloud to assist with phonetic reading difficulties

11. Consider the following statements regarding curricular adaptations for students with Specific Learning Disabilities (SLD):
I. Altering the format of the worksheet by increasing spacing and reducing clutter is a structural adaptation.
II. Reducing the number of questions on a page without changing the underlying concept being tested is an adaptation of volume.
III. Substituting a written essay with an oral presentation is a modification of the learning standard.
IV. Substituting abstract geometry questions with functional measurement tasks is a curricular substitution.
Which of the statements given above are correct?
(A) I, II, and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, III, and IV only

12. In an Individualized Education Programme (IEP) for a student with a writing disability, which component must be written in a measurable, time-bound format to track progress?
(A) Present Level of Performance (PLOP)
(B) Annual Goals and Short-term Objectives
(C) List of Assistive Technology Devices
(D) Statement of Transition Services

13. Which model of transition planning for adolescents with learning disabilities emphasizes the development of self-advocacy skills, self-determination, and active participation in their own transition meetings?
(A) Kohler's Taxonomy for Transition Programming
(B) Halpern's Transition Model
(C) Clark's School-to-Work Model
(D) Bronfenbrenner's Ecological Transition

14. Read the given assertion and reason, and select the correct option.
Assertion (A): Students with Specific Learning Disabilities (SLD) should begin transition planning at least by the age of 14 to 16 years, as per global and emerging Indian special education practices.
Reason (R): Transition education ensures the preparation of academic, vocational, social, and daily living skills necessary for post-secondary education, employment, and independent living.
(A) Both A and R are true and R is the correct explanation of A

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quotient (IQ) of young school-aged children
(C) To record the frequency and severity of behavioral problems in these children
(D) To screen for physical impairments including vision and hearing loss in early childhood

65. Consider the following statements regarding the "Individualized Transition Plan" (ITP) for individuals with intellectual disabilities:
I. It is a legal component of the IEP starting at the secondary school stage.
II. It must focus on post-secondary education, vocational training, integrated employment, and community participation.
III. It must be prepared solely by the school principal without parental involvement.
IV. It must contain specific goals, actions, and designated agencies or individuals responsible for transition outcomes.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

66. Which adaptive behavior domain involves skills related to money concepts, self-direction, reading and writing, and language development?
(A) Social skills
(B) Practical skills
(C) Motor skills
(D) Conceptual skills

67. Which of the following is a non-speech communication strategy often used for students with severe intellectual disabilities who are non-verbal?
(A) Augmentative and Alternative Communication (AAC) with picture boards
(B) Direct phonemic awareness training and intensive auditory phonics drills
(C) Traditional cursive handwriting instruction and sensory tracing exercises
(D) Audio-only recording devices and verbal classroom lectures for listening

68. Which of the following is a major characteristic of Williams Syndrome, a genetic cause of intellectual disability?
(A) Extreme social isolation, emotional withdrawal, and complete lack of spoken language
(B) Severe developmental microcephaly accompanied by a complete lack of facial expressions
(C) Unusually friendly disposition, high social drive, and expressive language
(D) Persistent physical self-mutilation and progressive neurological motor decline

69. Which of the following is a preventive measure against intellectual disability caused by congenital iodine deficiency (cretinism)?
(A) Promoting iodized salt use in maternal and child nutrition
(B) Implementing universal screening tests for infant hearing loss
(C) Administering diagnostic speech therapy sessions in early infancy
(D) Enforcing physical developmental therapy regimens in preschools

70. When teaching social skills to a group of adolescents with mild intellectual disabilities, which teaching method is most effective?
(A) Reading complex textbook chapters explaining social etiquette rules and values
(B) Assigning written composition essays discussing theoretical ideas of friendship
(C) Playing calming classical background music to automatically shape social manners
(D) Role-playing social situations followed by direct feedback and reinforcement

71. Autism Spectrum Disorder (ASD) is clinically characterized under DSM-5 by persistent deficits in which two major behavioral domains?
(A) Global deficits in intellectual functioning and adaptive skill development
(B) Social communication deficits and restricted, repetitive behavior patterns
(C) Severe impairments in physical motor planning and sensory acuity processing
(D) Academic learning deficits in reading comprehension and math calculations

72. Which of the following is a key diagnostic feature of Autism Spectrum Disorder related to "sensory processing"?
(A) Highly integrated processing of sensory cues and advanced spatial mapping skills
(B) Total neurological absence of peripheral pain and touch sensation in extremities
(C) Hyper- or hypo-reactivity to sensory input or unusual environmental interests
(D) Progressive and irreversible neurological degeneration of the main auditory nerve

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and visualize it, write it from memory, and then check their spelling against the original word?
(A) Fernald Multisensory Approach
(B) Look-Say-Cover-Write-Check Strategy
(C) Choral Reading Method
(D) Whole Language Spelling Strategy

24. Which type of dysgraphia is characterized by legible copied writing, but extremely illegible spontaneous writing, coupled with normal finger-tapping speed and spelling deficits?
(A) Spatial Dysgraphia
(B) Motor Dysgraphia
(C) Dyslexic Dysgraphia
(D) Phonological Dysgraphia

25. What is the fundamental purpose of a "Transition IEP" for a student with learning disabilities in secondary school?
(A) To evaluate whether the student should be exempted from secondary board examinations
(B) To legally declare that the student no longer requires any special education accommodations
(C) To plan the direct transfer of the student from a regular school to an adult rehabilitation center
(D) To set postsecondary goals in training, education, employment, and independent living

26. Consider the following cognitive and behavioral characteristics of learners with Specific Learning Disabilities:
I. Metacognitive deficits in organizing study tasks.
II. Perceptual-motor coordination difficulties.
III. Global delay in all developmental milestones.
IV. Auditory or visual-spatial processing deficits.
V. Significantly low intellectual quotient (IQ below 70).
Which of the above characteristics are typically associated with Specific Learning Disabilities (SLD)?
(A) I, II, and IV only
(B) I, III, and V only
(C) II, IV, and V only
(D) I, II, III, IV, and V

27. Which of the following represents a correct pair of a reading difficulty and its underlying cognitive deficit?
(A) Dyseidetic Dyslexia — Deficit in spelling and phoneme-grapheme correspondence
(B) Auditory-Linguistic Dyslexia — Deficit in processing sound-letter combinations
(C) Dysphonetic Dyslexia — Deficit in processing visual-spatial word configuration
(D) Double Deficit Hypothesis — Deficit in sensory-based auditory perception only

28. Which of the following is NOT a recommended strategy for managing mathematics anxiety in a student with Dyscalculia?
(A) Using concrete-representational-abstract (CRA) instructional sequences
(B) Emphasizing timed, speed-based math drills to build automaticity
(C) Allowing the use of reference sheets with mathematical formulas
(D) Teaching relaxation techniques alongside cognitive-behavioral self-talk

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29. What is the primary distinction between "Accommodation" and "Modification" under inclusive education frameworks for students with learning disabilities?
(A) Accommodations adapt learning access without lowering standards; modifications alter content and difficulty
(B) Accommodations change what the student is expected to learn, while modifications change how they learn.
(C) Accommodations are implemented solely in specialized facilities, while modifications are used in standard classrooms.
(D) Accommodations require formal clinical and diagnostic evaluations, while modifications are informal daily adjustments.

30. Which of the following mathematical concepts must be taught first before introducing a child with learning difficulties to formal subtraction operations?
(A) Rote memorization of elementary multiplication facts
(B) Conceptual understanding of fractions and decimals
(C) One-to-one correspondence and conservation of numbers
(D) Spatial orientation of three-dimensional geometric shapes

31. What is the role of "Scaffolding" as an instructional strategy for teaching writing to students with Dysgraphia?
(A) Enforcing physical positioning using writing

spoken by others, commonly observed in children with Autism Spectrum Disorder?
(A) Dysarthria
(B) Echolalia
(C) Apraxia
(D) Aphasia

82. Read the given assertion and reason, and select the correct option.
Assertion (A): Children with Autism Spectrum Disorder often benefit from visual schedules rather than spoken instructions alone.
Reason (R): Individuals with ASD generally process visual-spatial information more effectively than transient auditory-linguistic information.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

83. Which of the following is an example of "restricted, repetitive patterns of behavior" seen in Autism Spectrum Disorder?
(A) Repetitive motor habits such as hand-flapping or organizing objects sequentially
(B) Pointing to objects of sensory interest to actively share attention with other peers
(C) Engaging in complex socio-dramatic and imaginative pretend play with peer groups
(D) Initiating and maintaining direct, sustained eye contact during natural dialogue

84. Which cognitive theory of autism suggests that individuals with ASD struggle to understand that other people have beliefs, desires, intentions, and perspectives different from their own?
(A) Weak Central Coherence Theory
(B) Executive Dysfunction Theory
(C) Theory of Mind (ToM) / Empathizing-Systemizing Theory
(D) Double Deficit Hypothesis

85. Under the Weak Central Coherence theory of Autism, what is the primary cognitive style of individuals with ASD?
(A) A processing bias focusing on local details rather than integrating global contexts
(B) A persistent cognitive tendency to process information globally, missing specific details
(C) A complete neurological loss of short-term capacity and active working memory systems
(D) An elevated aptitude for abstract verbal reasoning paired with deficient visual processing

86. Consider the following statements regarding the "Autism Diagnostic Observation Schedule" (ADOS):
I. It is a standardized diagnostic instrument consisting of semi-structured observation modules.
II. It measures intellectual functioning (IQ) in children suspected of autism.
III. It evaluates social interaction, communication, play, and imaginative use of materials.
IV. It is administered directly to the child, rather than being a parent-report checklist.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, and IV only

87. What is "Joint Attention" and how does it present in children with Autism Spectrum Disorder?
(A) The physical movement of anatomical joints in coordination; a system that is severely impaired in cerebral palsy.
(B) The shared focus of two individuals on an object using eye-gaze or pointing cues, which is typically delayed in ASD.
(C) The cognitive ability to process and attend to two distinct academic tasks simultaneously; a trait highly developed in ASD.
(D) A developmental style of auditory focus where a child responds to multiple verbal voices at the same time in class.

88. Kabir is a 6-year-old student with ASD who gets extremely distressed by loud noises, such as the school bell or mixer grinders. He screams and covers his ears. What environmental modification and coping strategy should the special educator implement?
(A) Force Kabir to sit directly underneath the school bell to build sound tolerance
(B) Exclude Kabir from all morning assembly periods and keep him at home during school
(C) Provide noise-canceling headphones and use visual warnings before loud sounds
(D) Administer intensive pharmacological calming medications daily prior to school hours

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with intellectual disabilities from infancy to adulthood?
(A) Binet-Kamat Test of Intelligence (BKT)
(B) Malin's Intelligence Scale for Indian Children (MISIC)
(C) Vineland Social Maturity Scale (VSMS)
(D) Draw-A-Man Test by Pramila Phatak

41. Consider the following assessment tools designed or adapted in India for individuals with intellectual disabilities:
I. Behavioral Assessment Scales for Adult Mitran (BASAM)
II. Functional Assessment Checklist for Programming (FACP)
III. Madras Developmental Programming System (MDPS)
Which of the above tools are specifically used for programming and tracking progress of students with intellectual disabilities?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

42. In the Madras Developmental Programming System (MDPS), progress is tracked across how many behavioral domains, and how are the items scored?
(A) 10 domains; scored using a simple 'Yes' or 'No' scoring system
(B) 12 domains; scored by calculating the percentage of prompt levels
(C) 18 domains; scored using a binary system of 'performs independently' (A) or 'cannot perform' (B)
(D) 20 domains; scored using a standard numerical scale from 1 to 10

43. What is the primary difference between the MDPS (Madras Developmental Programming System) and the FACP (Functional Assessment Checklist for Programming)?
(A) MDPS is designed only for adult care, while FACP is structured strictly for infant milestones
(B) MDPS is developmental-based, while FACP is structured by age-related functional stages
(C) MDPS measures overall psychometric IQ, while FACP tracks the growth of adaptive social age
(D) MDPS is a clinical diagnostic checklist, while FACP is designed as a functional assessment tool

44. Which of the following strategies is most appropriate for teaching "functional academics" to a student with a moderate intellectual disability?
(A) Memorizing advanced algebraic equations and calculating statistical variables
(B) Teaching counting with money, reading basic signs, and telling time
(C) Writing analytical essays explaining complex historical social revolutions
(D) Rote memorization of chemical formulas and atomic weights of elements

45. Read the given assertion and reason, and select the correct option.
Assertion (A): Task Analysis is a fundamental instructional technique for teaching self-help skills to children with moderate to severe intellectual disabilities.
Reason (R): Breaking a complex skill down into smaller, sequential steps allows learners to master each component gradually through systematic prompting and reinforcement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. A special educator teaches a student with an intellectual disability to wash their hands. The teacher starts by teaching the final step (drying hands) first, while performing all the preceding steps for the student. What chaining strategy is the teacher employing?
(A) Forward Chaining
(B) Total Task Presentation
(C) Backward Chaining
(D) Shaping

47. Priya is a 14-year-old student with a moderate intellectual disability. Her IEP team is planning her curriculum. Her parents want her to learn how to travel by public transit and buy groceries independently. What planning framework should the team use to keep Priya's preferences and personal goals at the center of the transition process?
(A) Norm-Referenced Curricular Standard
(B) Clinical Psychopathology Profile
(C) Medical Model Rehabilitation Plan
(D) Person-Centered Planning (PCP)

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48. What is the primary focus of "Life Skills Education" for individuals with moderate to severe intellectual disabilities?
(A) Advanced computational algorithms and scientific research methodologies
(B) Preparing for abstract academic examinations at the senior secondary level
(C) Self-care, personal safety, hygiene, and community navigation skills
(D) Performing complex fine arts and highly technical classical musical pieces

49. Consider the following statements regarding vocational training for individuals with intellectual disabilities:
I. Vocational training should begin with transition planning in the pre-vocational stage.
II. Sheltered workshops offer competitive employment in standard corporate environments.
III. Supported employment involves using job coaches to provide on-the-job training and ongoing support.
IV. Job analysis involves matching the physical and cognitive demands of a job with the capabilities of the individual.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, and IV only

50. Which of the following is an example of an "assistive device for daily living" for a student with a severe intellectual disability who also has fine motor coordination deficits?
(A) Screen reader software with integrated text-to-speech output
(B) Refreshable Braille displays for tactile reading of text documents
(C) Personal Frequency Modulation (FM) systems to amplify teacher voice
(D) Built-up handles on spoons and plates with secure suction bases

51. Which level of intellectual disability is typically associated with an IQ range of 35 to 49, where the individual can develop communication skills and social skills but requires moderate supervision for independent living?
(A) Mild Intellectual Disability
(B) Moderate Intellectual Disability
(C) Severe Intellectual Disability
(D) Profound Intellectual Disability

52. Which instructional concept involves providing a learner with a physical guide to perform a task, then gradually reducing the support to light touch, and finally verbal guidance?
(A) Positive Reinforcement Schedule
(B) Sensory Integration therapy
(C) Systematic Prompting and Fading
(D) Discrete Trial Training

53. Which of the following is an INCORRECT pair of an assessment tool and its target population or purpose in India?
(A) NIMHANS SLD — Assessing clinical symptoms of moderate to severe autism
(B) VSMS — Social Maturity / Social Age
(C) BASIC-MR — Assessment of behavior problems and adaptive behavior in children with mental retardation
(D) FACP — Behavioral assessment for educational programming

54. Consider the following domains assessed under the BASIC-MR (Behavioral Assessment Scale for Indian Children with Mental Retardation) Part-A:
I. Motor
II. Activities of Daily Living (ADL)
III. Language
IV. Reading-Writing
V. Number-Time
Which of the following represents the correct sequence of these domains?
(A) I, II, III, IV, V
(B) II, I, III, V, IV
(C) I, III, II, V, IV
(D) III, I, II, IV, V

55. In the context of intellectual disability, what does "Generalization of Skills" refer to?
(A) The ability to perform a learned skill only in the presence of the specific teacher who taught it
(B) The ability to apply a learned skill across different settings, people, materials, and time
(C) The process of forgetting skills that are not practiced daily
(D) The administrative placement of students with intellectual disabilities in general classrooms

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56. Which of the following is a key feature of "Supported Employment" for individuals with moderate intellectual disabilities?
(A) Working in highly isolated enclaves without contact with non-disabled staff
(B) Working exclusively from a home environment without community-based contact
(C) Placement in competitive jobs with on-site support from a job coach
(D) Receiving monthly financial support from the state without doing job duties

57. Which of the following is a prenatal biological cause of intellectual disability that can be prevented through maternal dietary restriction of the amino acid phenylalanine?
(A) Down Syndrome
(B) Fetal Alcohol Syndrome
(C) Congenital Rubella Syndrome
(D) Phenylketonuria (PKU)

58. Read the given assertion and reason, and select the correct option.
Assertion (A): Functional Academics is preferred over traditional academics for students with moderate to severe intellectual disabilities.
Reason (R): Traditional academic curricula focus on abstract concepts that are less relevant to the daily survival, independence, and vocational rehabilitation of these learners.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

59. When designing a classroom layout for students with intellectual disabilities, which environmental modification is most effective in promoting independent transition between activities?
(A) Changing classroom seating layouts daily to promote student flexibility
(B) Using clear, consistent visual schedules with color-coded zones
(C) Keeping all learning materials locked away in secure cabinets
(D) Dimming classroom lights completely during scheduled transition times

60. What is the primary goal of the "National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999" in India?
(A) To provide clinical medical treatments for curing modern developmental disabilities
(B) To ensure legal guardianship, independent living, and welfare support services
(C) To establish and fund standard special education schools in every municipal block
(D) To regulate pedagogical standards of professional teacher training programs

61. Which of the following is a primary characteristic of a "Person-Centered Plan" (PCP) for an adult with an intellectual disability?
(A) The individual leads the planning to express their personal preferences and goals.
(B) The plan is developed entirely by clinical specialists without involving the individual.
(C) The plan focuses strictly on physiological deficit reduction and pharmacological therapy.
(D) The plan utilizes a standardized template that remains identical for all same-age peers.

62. Amit, a student with a moderate intellectual disability, exhibits self-injurious head-banging behavior when presented with difficult writing tasks. What should the special educator's initial course of action be to address this behavior?
(A) Verbally reprimand Amit and remove him from the physical classroom environment immediately
(B) Ignore the physical head-banging entirely until Amit eventually stops on his own initiative
(C) Conduct a Functional Behavior Assessment (FBA) to teach alternative functional skills
(D) Give Amit sweet snacks or physical rewards whenever he begins showing self-injury

63. Under the FACP (Functional Assessment Checklist for Programming), which checklist is used to assess individuals with intellectual disabilities who are preparing for employment and transition?
(A) Pre-Primary Checklist
(B) Primary Checklist
(C) Secondary Checklist
(D) Pre-Vocational Checklist I and II

64. What is the purpose of the "Behavioral Assessment Scales for Indian Children with Mental Retardation" (BASIC-MR) Part B?
(A) To assess foundational daily living skills including eating, dressing, and hygiene
(B) To evaluate the non-verbal intelligence

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

15. What is the primary focus of "Life Long Education" for adults with learning disabilities?
(A) Providing continuous therapeutic intervention in specialized clinical settings
(B) Preparing for university admissions through standardized academic counseling
(C) Providing continuous residential support in therapeutic community environments
(D) Promoting functional literacy, math, digital, and adaptive workplace skills

16. Which of the following cognitive deficits is most closely linked to developmental dyscalculia?
(A) Poor phonological awareness and word decoding skills
(B) Impaired fine motor coordination and manual dexterity
(C) Deficit in the core number sense and subitizing ability
(D) Elevated auditory processing speed and sound discrimination

17. Which of the following is a standardized screening battery developed in India to identify children at risk for reading and writing difficulties in primary schools?
(A) NIMHANS SLD Index
(B) Behavioral Checklist for Screening the Learning Disabled (BCSLD)
(C) DST-J (Dyslexia Screening Test - Junior)
(D) Binet-Kamat Test of Intelligence

18. Rohan, a 9-year-old student, can read individual words accurately but struggles to answer comprehension questions. When reading a passage, he misses the punctuation and reads in a monotonous tone. What area of reading should the special educator target for intervention?
(A) Phonological decoding
(B) Sight word vocabulary
(C) Morphological awareness
(D) Reading fluency and prosody

19. When adapting a science curriculum for a student with Dyslexia, which strategy is most effective for teaching complex scientific terminology?
(A) Using morphemic analysis of roots and prefixes combined with visual support cards
(B) Requiring the student to write vocabulary terms repeatedly to build rote memory
(C) Providing a standard physical dictionary for reference lookup during classroom tasks
(D) Excluding advanced scientific terminology from all examinations and grading rubrics

20. Which of the following is an example of an "internalizing behavior" often manifested by students with unrecognized Specific Learning Disabilities due to academic frustration?
(A) Direct physical outbursts including throwing classroom objects
(B) Persistent defiant and non-compliant behavior toward teachers
(C) Learned helplessness and somatic physical complaints of illness
(D) Verbal aggression and frequent hostile arguments toward peers

21. Read the given assertion and reason, and select the correct option.
Assertion (A): Self-monitoring strategies are highly effective in improving spelling and editing skills among students with Dysgraphia.
Reason (R): Self-monitoring shifts the responsibility of correction from the teacher to the student, boosting metacognitive awareness of error patterns.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. What does the "Response to Intervention" (RTI) model emphasize in the identification of Specific Learning Disabilities?
(A) Diagnosing SLD based on a significant discrepancy between IQ and standard academic achievement
(B) Conducting comprehensive neurological neuroimaging and brain scans before formal schooling starts
(C) Isolating the student in a resource room setting immediately upon noticing early academic delays
(D) Monitoring academic response to high-quality, evidence-based instruction to identify SLD

23. Which spelling intervention involves teaching students to look at a word, say it, close their eyes

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73. Read the given assertion and reason, and select the correct option.
Assertion (A): Early screening and identification of Autism Spectrum Disorder (ASD) can significantly improve long-term developmental and social outcomes.
Reason (R): High neuroplasticity in early childhood allows targeted behavioral interventions to modify and establish communication and social brain pathways.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

74. Which of the following is a standardized diagnostic and assessment tool developed in India specifically to assess the severity of Autism Spectrum Disorder?
(A) Indian Scale for Assessment of Autism (ISAA)
(B) Childhood Autism Rating Scale (CARS)
(C) Autism Diagnostic Observation Schedule (ADOS)
(D) Gilliam Autism Rating Scale (GARS)

75. What is the primary structural difference between the Childhood Autism Rating Scale (CARS) and the Indian Scale for Assessment of Autism (ISAA)?
(A) CARS is a subjective parent interview tool, while ISAA is a medical scan
(B) ISAA has 40 items over 6 cultural domains; CARS has 15 behavioral items
(C) ISAA is diagnostic only for adult profiles, while CARS is for early toddlers
(D) ISAA measures overall intellectual IQ, while CARS tracks physical motor coordination

76. Consider the following evidence-based behavioral and instructional interventions used for children with Autism Spectrum Disorder (ASD):
I. Applied Behavior Analysis (ABA)
II. Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH)
III. Picture Exchange Communication System (PECS)
Which of the above interventions are widely recognized in special education for addressing communication and behavioral challenges in ASD?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

77. The TEACCH approach, developed by Eric Schopler, emphasizes "Structured Teaching." Which of the following is a core component of this intervention model?
(A) Using physical environments with visual schedules and structured work setups
(B) Teaching skills through high-intensity, physical prompting without using visual aids
(C) Placing children with ASD in noisy, unstructured settings without any adaptations
(D) Focusing on daily pharmaceutical intervention plans to modify behaviors

78. In the Applied Behavior Analysis (ABA) framework, what is the sequence of the "three-term contingency" used to analyze and modify behavior?
(A) Action, Consequence, Result
(B) Assessment, Baseline, Correction
(C) Antecedent, Behavior, Consequence
(D) Association, Behavior, Conditioning

79. The Picture Exchange Communication System (PECS) is an Augmentative and Alternative Communication (AAC) system. What is the first and most fundamental skill taught in Phase I of PECS?
(A) Discriminating between multiple distinct pictures on a communication board
(B) Constructing grammatically complete sentence structures starting with "I want"
(C) Initiating and asking complex questions to peers using pictorial cards
(D) Handing a picture to a partner to exchange it for a desired item

80. Which intervention strategy, developed by Carol Gray, uses short, individualized stories written from a student's perspective to describe social situations and explain expected social cues and behaviors?
(A) Sensory Integration Therapy
(B) Discrete Trial Training
(C) Social Stories
(D) Video Modeling

81. What is the clinical term for the immediate or delayed repetition of words, phrases, or sentences

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frames to systematically correct student posture and pencil grip
(B) Supplying pre-written paragraphs and completed essays for the student to transcribe manually on a daily basis
(C) Restricting all academic writing assignments to spoken feedback and oral examination formats exclusively
(D) Providing temporary structural prompts and aids that are gradually removed to build independence

32. Aarav is a 12-year-old student who struggles to remember verbal instructions with multiple steps, often forgets his homework diary, and has difficulty organizing his school bag. These behaviors point to a deficit in which underlying cognitive area?
(A) Long-term episodic memory
(B) Auditory acuity and pitch discrimination
(C) Executive functioning and working memory
(D) Non-verbal intelligence

33. Under the RPWD Act 2016, what is the minimum percentage of disability required for a person with a Specific Learning Disability to be eligible for reservation, concessions, and relaxations in higher education?
(A) 30%
(B) 40%
(C) 50%
(D) 60%

34. Which of the following is an example of an "assistive technology for writing" that would benefit a student with severe motor dysgraphia?
(A) Text-to-speech software
(B) Refreshable Braille display
(C) Screen magnifier software
(D) Speech-to-text (dictation) software

35. What is the main objective of using "Self-Regulated Strategy Development" (SRSD) in writing instruction?
(A) To teach written expression while building self-monitoring and goal-setting skills
(B) To enforce rigid memorization of structural essay templates for standardized test-taking
(C) To systematically eliminate any requirement for written homework assignments in the classroom
(D) To train students in high-speed touch typing using specialized computer software programs

36. Which of the following reflects the definition of Intellectual Disability as per the AAIDD (American Association on Intellectual and Developmental Disabilities)?
(A) Intellectual deficits below an IQ of 70 with developmental onset after the age of 21.
(B) Impaired academic achievement in literacy skills despite average or superior intelligence.
(C) Significant limits in intellectual and adaptive behaviors, originating before age 18.
(D) Severe emotional disturbances disrupting peer and family integration in the community.

37. Which system of classification for Intellectual Disability is based on the "intensity of supports needed" (Intermittent, Limited, Extensive, Pervasive) rather than psychometric IQ scores alone?
(A) AAIDD Support Intensity Scale (SIS) Classification
(B) ICD-10 Classification
(C) DSM-IV-TR Classification
(D) WHO Disability Assessment Schedule (WHODAS)

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38. Read the given assertion and reason, and select the correct option.
Assertion (A): Intellectual disability is no longer classified solely by IQ scores (Mild, Moderate, Severe, Profound) in modern clinical diagnostic systems like DSM-5.
Reason (R): Adaptive functioning, rather than intellectual capacity, determines the level of support required for daily living and social integration.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. Which of the following is a genetic cause of Intellectual Disability characterized by an extra copy of chromosome 21, hypotonia, a flat facial profile, and an upward slant to the eyes?
(A) Fragile X Syndrome
(B) Down Syndrome
(C) Prader-Willi Syndrome
(D) Williams Syndrome

40. Which developmental assessment tool is commonly used in India to measure the social maturity and adaptive behavior of individuals

89. Which instructional technique within Applied Behavior Analysis involves breaking a skill down into its component parts and teaching each part in structured, rapid-succession trials consisting of an antecedent, prompt, child's response, and immediate consequence?
(A) Incidental Teaching
(B) Precision Teaching
(C) Milieu Teaching
(D) Discrete Trial Training (DTT)

90. Which of the following is a key career opportunity or workplace accommodation for adults on the autism spectrum that matches their common cognitive strengths?
(A) Structured roles like data entry, software testing, and archiving that utilize detail-oriented skills
(B) Employment settings requiring continuous, highly unpredictable social interactions and public speaking
(C) Occupational roles offering loose, unstructured schedules and highly ambiguous performance evaluations
(D) Vocational assignments requiring the worker to frequently change geographical sites and daily routines

91. Read the given assertion and reason, and select the correct option.
Assertion (A): Peer-mediated interventions (PMIs) are highly effective in promoting social interaction and communication in students with Autism Spectrum Disorder.
Reason (R): Neurotypical peers can be systematically trained to initiate and respond to social interactions with their classmates with ASD, fostering natural social inclusion.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

92. In "Incidental Teaching," how does the special educator encourage functional communication in a child with Autism?
(A) By conducting highly structured desk training sessions using visual flashcards in isolation
(B) By placing desired items within sight but out of reach to prompt child initiation
(C) By lecturing the child directly on communication theory and proper social etiquette
(D) By using full physical prompts to guide the child's hand to point at words in standard books

93. What is the primary purpose of the "Social-Pragmatic" communication approach for students with Autism Spectrum Disorder?
(A) Improving functional conversational turn-taking, staying on topic, and reading non-verbal cues
(B) Teaching correct articulation and physiological pronunciation of difficult vocal speech sounds
(C) Enhancing written lexical vocabulary to improve output on structured academic writing tasks
(D) Training students in highly competitive formal debate structures and public speaking formats

94. Which of the following is a screening tool (rather than a diagnostic tool) for Autism Spectrum Disorder used by parents and pediatricians during early childhood checkups?
(A) ADOS-2
(B) ISAA (Indian Scale for Assessment of Autism)
(C) M-CHAT-R/F (Modified Checklist for Autism in Toddlers, Revised with Follow-Up)
(D) CARS-2

95. Consider the following statements regarding the integration of adults with Autism Spectrum Disorder (ASD) in vocational settings:
I. Sensory overload in the workplace can be minimized by adapting lighting and reducing auditory distractions.
II. Clear, written instruction sheets are preferred over vague verbal commands.
III. Social demand adjustments like allowing lunch breaks alone can prevent social burnout.
IV. Job duties should be shifted constantly without warning to build cognitive flexibility.
V. A designated workplace mentor can help the individual navigate corporate social rules.
Which of the statements given above are correct?
(A) I, II, III, and V only
(B) I, III, IV, and V only
(C) II, III, IV, and V only
(D) I, II, III, IV, and V

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and visual-spatial processing. Spelling and grammar are often also impaired. Consequently, a comprehensive evaluation must look beyond the physical output to understand the cognitive processes involved in composing text.

9. (D) Cognitive Strategy Instruction with explicit modeling
Cognitive Strategy Instruction involves teaching students specific mental steps to solve complex tasks. Educators model the thinking process aloud, illustrating how to break down problems and apply systematic procedures. This approach includes guided practice where the teacher provides feedback before transitioning to independent work. It is particularly effective for students with learning disabilities who struggle with executive functioning and organization.

10. (A) Reducing the complexity of word problems to test basic operations only
Modifications change the learning standard or what the student is expected to learn, such as reducing the complexity of tasks to a lower grade level. In contrast, accommodations like using calculators or having problems read aloud change how the student accesses the material without lowering the academic expectations. Reducing problem complexity fundamentally alters the assessment's rigor and the construct measured.

11. (A) I, II, and IV only
Structural adaptations involve changing the physical layout of materials to improve readability. Volume adaptations reduce the amount of work required while maintaining the same learning objectives. Curricular substitutions involve replacing one subject or skill with another more functional task. However, substituting an essay with an oral presentation is usually considered an accommodation of the response format, not a curricular modification.

12. (B) Annual Goals and Short-term Objectives
In an Individualized Education Programme, annual goals and short-term objectives must be specific, measurable, and time-bound. This structure allows the IEP team to monitor progress and determine if the student is making meaningful gains toward their targets. Clear metrics ensure accountability and guide the adjustment of instructional strategies, ensuring the educational plan remains responsive to the student's evolving academic needs.

13. (A) Kohler's Taxonomy for Transition Programming
Kohler's Taxonomy for Transition Programming provides a comprehensive framework focused on improving post-school outcomes. It emphasizes student-focused planning, where adolescents develop self-advocacy and self-determination skills. By actively participating in their transition meetings and setting personal goals, students become empowered to manage their own lives. This model integrates family involvement and interagency collaboration to ensure a successful move toward adulthood.

14. (A) Both A and R are true and R is the correct explanation of A
Transition planning is essential for students with learning disabilities to prepare them for post-secondary success. Starting this process between ages fourteen and sixteen allows sufficient time to develop necessary vocational, social, and academic skills. This systematic approach ensures that students can navigate employment, further education, and independent living. It aligns with global standards that emphasize early intervention for adulthood.

15. (D) Promoting functional literacy, math, digital, and adaptive workplace skills
Life Long Education for adults with learning disabilities focuses on maintaining and enhancing skills necessary for daily independence and employment. It prioritizes functional literacy, digital proficiency, and adaptive workplace behaviors. Rather than seeking a cure, this approach empowers individuals to adapt to changing environmental demands throughout their lives. It ensures continued participation in the community and sustains the overall quality of life.

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16. (C) Deficit in the core number sense and subitizing ability
Developmental dyscalculia is primarily linked to a deficit in the innate core number sense. This includes difficulties with subitizing, which is the ability to instantly recognize the quantity of a small group of objects without counting. These foundational impairments make it challenging for individuals to understand numerical magnitudes, perform mental arithmetic, and grasp complex mathematical concepts despite having average intelligence.

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1. (B) Ability to speak, write, spell, or do mathematical calculations due to neurological conditions
Specific Learning Disability is a heterogeneous group of conditions characterized by deficits in processing information. According to the RPWD Act 2016, it involves difficulties in language, reading, writing, spelling, or arithmetic. These deficits are neurological in origin and occur despite average or above-average intelligence, distinguishing them from global intellectual impairments or external environmental factors that might impede learning.

2. (D) Developmental Dyspraxia
Developmental Dyspraxia is a specific learning disability affecting motor coordination and planning. It impacts manual dexterity, spatial awareness, and the execution of voluntary movements. Often historically referred to as clumsy child syndrome, individuals experience difficulties with tasks requiring fine motor skills, such as handwriting, as well as gross motor activities like jumping, maintaining balance, or coordinating complex physical movements.

3. (A) Both A and R are true and R is the correct explanation of A
Students with learning disabilities typically show significant variations across different cognitive domains, known as a spiky profile. This phenomenon occurs because specific neurological impairments affect certain processes, like phonological awareness or working memory, while other areas like fluid reasoning remain intact or superior. Such intra-individual discrepancies are a hallmark feature used in the clinical identification and diagnosis of these disabilities.

4. (C) Dysphonetic involves difficulty connecting sounds to symbols, while dyseidetic involves difficulty recognizing whole words visually.
Dysphonetic dyslexia involves a primary deficit in phonological processing, making it difficult to map sounds to their corresponding symbols. Conversely, dyseidetic dyslexia is characterized by an inability to recognize whole word forms visually, leading to slow, laborious reading. These distinctions help educators tailor interventions, focusing either on phonetic decoding skills or building a robust visual sight-word vocabulary to improve reading fluency.

5. (D) I, II, and III
The NIMHANS Index, Diagnostic Test of Learning Disability, and Grade Level Assessment Device are standardized instruments used in India. They assess various domains including reading, writing, spelling, and arithmetic. These tools help special educators and psychologists identify specific deficits and determine eligibility for provisions. They provide a culturally and linguistically relevant framework for evaluating students within the Indian educational system.

6. (D) Curriculum-Based Measurement (CBM)
Curriculum-Based Measurement involves frequent, direct assessment of a student's performance using short probes from the actual classroom curriculum. This method allows educators to track academic progress over time and evaluate the effectiveness of instructional interventions. By providing real-time data on student growth, it helps in making informed decisions regarding the necessity of special education support or adjustments to instruction.

7. (B) Explicit, systematic, sequential, and multisensory instruction using multiple pathways
The Orton-Gillingham approach is a highly structured pedagogy designed for students with dyslexia. It emphasizes explicit, systematic, and sequential instruction in phonics. By integrating visual, auditory, and kinesthetic-tactile pathways simultaneously, the method strengthens the neural connections necessary for reading and spelling. This multisensory framework ensures that concepts are taught logically, moving from simple sounds to complex linguistic structures for learners.

8. (A) Both A and R are true and R is the correct explanation of A
Dysgraphia is more than poor handwriting; it is a neurological condition affecting written expression. While illegibility is common, the diagnosis requires analyzing underlying issues in fine motor coordination, motor planning,

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activities. It uses a binary scoring system where an A signifies that the individual can perform the task independently, and a B indicates they cannot. This structured approach allows for a detailed profile of the student's current abilities, facilitating the creation of systematic training programs.

43. (B) MDPS is developmental-based, while FACP is structured by age-related functional stages
The primary distinction between the two tools lies in their structural philosophy. The Madras Developmental Programming System is fundamentally developmental, tracking skills across various domains regardless of the student's age. In contrast, the Functional Assessment Checklist for Programming is organized by age-related functional stages, such as pre-primary and pre-vocational. Both serve as vital instruments for planning but offer different progress perspectives.

44. (B) Teaching counting with money, reading basic signs, and telling time
Functional academics focus on teaching practical skills that directly enhance independence in daily life for students with moderate intellectual disabilities. This includes learning to manage money, read essential community signs, and tell time. Unlike traditional abstract academics, these skills are immediately applicable to real-world situations. The goal is to improve the individual's autonomy and quality of life within the community.

45. (A) Both A and R are true and R is the correct explanation of A
Task Analysis is a crucial instructional technique that involves breaking a complex activity into smaller, manageable, and sequential steps. This method is particularly effective for learners with intellectual disabilities because it allows them to master one component at a time. Through systematic prompting and positive reinforcement, the student gradually chains these steps together until the entire skill is performed independently.

46. (C) Backward Chaining
Backward chaining is an instructional strategy where the teacher performs all but the very last step of a task, which the student then completes. Once the final step is mastered, the student is taught the second-to-last step, and so on. This approach provides immediate reinforcement because the student always experiences the completion of the task. It is highly effective for learners.

47. (D) Person-Centered Planning (PCP)
Person-Centered Planning is a collaborative process that places the individual with a disability at the heart of the decision-making process. It focuses on the person's strengths, preferences, and long-term goals. For a student like Priya, PCP ensures that her desire for independent travel drives her transition goals. This approach shifts the focus from professional deficits to personal aspirations and supports.

48. (C) Self-care, personal safety, hygiene, and community navigation skills
Life Skills Education for individuals with moderate to severe intellectual disabilities prioritizes the development of essential competencies for daily living. This includes self-care, personal hygiene, safety awareness, and the ability to navigate the local community. By focusing on these practical areas, the curriculum aims to maximize the individual's independence and reduce reliance on caregivers, fostering a sense of functional autonomy.

49. (B) I, III, and IV only
Effective vocational training involves early transition planning and job analysis to match individual capabilities with specific job demands. Supported employment, utilizing job coaches, provides necessary on-site assistance in competitive work environments. Conversely, sheltered workshops are segregated settings that do not typically offer competitive employment. Therefore, the focus is increasingly on community-based, supported roles that promote full inclusion for individuals.

50. (D) Built-up handles on spoons and plates with secure suction bases
For individuals with severe intellectual disabilities and fine motor deficits, specialized daily living aids are essential. Built-up handles on spoons and suction-based plates provide the necessary stability and grip for independent eating. These simple yet effective modifications address physical limitations, allowing the person to participate more fully in self-care routines. Such devices are key components of promoting autonomy and dignity.

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17. (B) Behavioral Checklist for Screening the Learning Disabled (BCSLD)
The Behavioral Checklist for Screening the Learning Disabled is a standardized tool used in India to identify primary school children at risk for academic difficulties. It focuses on observable behaviors related to reading, writing, and arithmetic. By using this screening instrument, teachers can detect early warning signs of learning disabilities, enabling timely referral for comprehensive diagnostic assessments and early interventions.

18. (D) Reading fluency and prosody
Rohan's ability to decode words accurately while lacking expression and failing to heed punctuation indicates a struggle with reading fluency and prosody. Prosody refers to the rhythmic and tonal aspects of speech. Targeted intervention in this area is necessary because poor fluency often hinders reading comprehension. The student spends excessive cognitive energy on decoding rather than processing the text meaning.

19. (A) Using morphemic analysis of roots and prefixes combined with visual support cards
Morphemic analysis involves teaching the meaning of roots, prefixes, and suffixes, which is highly effective for students with dyslexia learning complex terminology. Combining this with visual support cards helps bypass phonological weaknesses by providing concrete associations. This strategy builds a deeper understanding of language structure, enabling students to decode and remember scientific terms more efficiently compared to rote memorization or repetition.

20. (C) Learned helplessness and somatic physical complaints of illness
Internalizing behaviors are inward-directed responses to academic frustration and repeated failure often experienced by students with learning disabilities. These can manifest as learned helplessness, where the student stops trying because they feel success is impossible. Additionally, somatic complaints, such as headaches or stomachaches without a medical cause, are common signs of emotional distress and anxiety related to poor school performance.

21. (A) Both A and R are true and R is the correct explanation of A
Self-monitoring strategies empower students with dysgraphia to take an active role in their learning process. By systematically checking their own work for specific errors, they develop greater metacognitive awareness of their personal writing patterns. This shift from teacher-led correction to student-led evaluation fosters independence and improves the accuracy of spelling and editing, addressing executive functioning challenges inherent in dysgraphia.

22. (D) Monitoring academic response to high-quality, evidence-based instruction to identify SLD
Response to Intervention is a multi-tiered framework designed to identify students with learning disabilities by monitoring their progress under high-quality instruction. Instead of relying on IQ-achievement discrepancies, RTI focuses on how a student responds to increasingly intensive evidence-based interventions. This proactive model ensures early support for all struggling learners and helps differentiate between those with actual disabilities and insufficient instruction.

23. (B) Look-Say-Cover-Write-Check Strategy
The Look-Say-Cover-Write-Check strategy is a multisensory approach to spelling. It requires students to visually attend to the word, say it aloud to engage auditory processing, and then use mental imagery while it is covered. Writing from memory and immediate self-checking provides corrective feedback. This routine strengthens memory through repetition and active engagement, making it valuable for students with learning difficulties.

24. (C) Dyslexic Dysgraphia
Dyslexic dysgraphia is characterized by extremely poor spontaneous writing and severely impaired spelling, while copied writing remains relatively legible. Individuals with this condition typically have normal finger-tapping speed, suggesting that the primary deficit is not purely motoric but related to the linguistic and orthographic aspects of writing. This distinction helps differentiate it from motor or spatial types affecting all handwriting forms.

25. (D) To set postsecondary goals in training, education, employment, and independent living
A Transition IEP is designed to facilitate the shift from school to adult life for students with learning disabilities. Its primary purpose is to establish clear, post-secondary goals across four

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96. What is the primary focus of "Sensory Integration Therapy" developed by A. Jean Ayres for children with ASD?
(A) Teaching academic reading and phonics decoding skills through specialized clinical music therapy
(B) Administering sensory deprivation environments and isolation strategies to eliminate problem behaviors
(C) Providing structured sensory experiences to help the brain organize and process environmental inputs
(D) Using invasive neurological surgical corrections to fully restore peripheral sensory nerve functioning

97. Which of the following represents an INCORRECT pairing of a developmental condition and its characteristic early developmental red flag?
(A) Autism Spectrum Disorder — Lack of warm, joyful expressions with eye contact and lack of response to name by 12 months
(B) Specific Learning Disability — Marked motor delay in walking and global cognitive delay at 12 months
(C) Intellectual Disability — Global delays across both motor and language developmental milestones during early infancy
(D) Dyslexia — Difficulty learning nursery rhymes and recognizing letters of the alphabet in preschool

98. In the context of inclusive education, which of the following is a Universal Design for Learning (UDL) strategy that supports a classroom containing students with LD, ID, and ASD?
(A) Teaching lessons using a single grade-level textbook and testing all students with the same written exams
(B) Separating students with diagnosed disabilities behind physical partitions or screens at the back of the class
(C) Relying entirely on informal peer tutoring and student-led learning pairs to deliver all academic content
(D) Providing multiple means of representation, variable action and expression, and diverse student engagement

99. Which of the following is a key feature of "Video Modeling" as an instructional strategy for learners with Autism Spectrum Disorder?
(A) Teaching a skill by showing a video of a peer, adult, or self performing a target behavior to imitate
(B) Requiring the child to watch educational television or recreational cartoons for several hours daily
(C) Restricting all physical student activities exclusively to playing structured computer video games
(D) Recording daily classroom teacher lectures solely for administrative record-keeping and compliance

100. Under the RPWD Act 2016, how is "Autism Spectrum Disorder" categorized?
(A) As a physical disability under locomotor impairment
(B) As a sensory impairment under deafblindness
(C) As a sub-category under intellectual disability
(D) As a mental illness characterized by mood disorders

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Specific Learning Disabilities, this certification is based on standardized assessments.

34. (D) Speech-to-text (dictation) software
Speech-to-text software is a vital assistive technology for students with severe motor dysgraphia. It allows them to bypass the physical demands of handwriting by converting their spoken words into digital text. This tool enables students to express their ideas fluently and accurately, ensuring that their academic output reflects their intellectual capacity rather than their motor limitations or physical writing difficulties.

35. (A) To teach written expression while building self-monitoring and goal-setting skills
Self-Regulated Strategy Development is a comprehensive framework used to teach writing while simultaneously building a student's metacognitive skills. It involves teaching specific writing strategies alongside self-monitoring, goal-setting, and self-reinforcement techniques. This approach helps students with learning disabilities become more independent and effective writers by giving them the tools to manage their learning process and improve their written work.

36. (C) Significant limits in intellectual and adaptive behaviors, originating before age 18.
The American Association on Intellectual and Developmental Disabilities defines intellectual disability as a condition characterized by significant limitations in both intellectual functioning and adaptive behavior. These limitations must manifest in everyday social and practical skills. Crucially, the disability must originate during the developmental period, which is defined as occurring before age eighteen. This definition emphasizes a holistic view of human functioning.

37. (A) AAIDD Support Intensity Scale (SIS) Classification
The AAIDD classification system emphasizes the intensity of support needed by an individual rather than relying solely on IQ scores. This approach categorizes needs into levels: intermittent, limited, extensive, and pervasive. By focusing on environmental demands and the specific help required for daily living, social participation, and health, this model provides a more functional and person-centered framework for providing services.

38. (A) Both A and R are true and R is the correct explanation of A
Modern diagnostic systems like the DSM-5 have shifted away from using IQ scores as the primary determinant for the severity of intellectual disability. Instead, they prioritize adaptive functioning across conceptual, social, and practical domains. This change acknowledges that an individual's ability to navigate daily life is a more accurate measure of the support they require. Consequently, clinical assessments focus on independence.

39. (B) Down Syndrome
Down Syndrome is a common genetic cause of intellectual disability resulting from an extra copy of chromosome 21. It is characterized by specific physical features, including hypotonia (low muscle tone), a flat facial profile, and an upward slant to the eyes. Individuals often experience delays in cognitive and motor development but typically have strong social-emotional skills. Early intervention is vital for development.

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40. (C) Vineland Social Maturity Scale (VSMS)
The Vineland Social Maturity Scale is a widely used developmental assessment tool in India for evaluating adaptive behavior and social maturity. It measures a person's ability to perform daily activities across various domains such as self-help, communication, and socialization. By calculating a social age and social quotient, it helps professionals determine the level of functional independence and plan educational interventions.

41. (D) I, II, and III
The Behavioral Assessment Scales for Adult Mitran, Functional Assessment Checklist for Programming, and Madras Developmental Programming System are all indigenous tools developed in India. They are specifically designed to assess individuals with intellectual disabilities. These tools are used by special educators to establish baselines, set educational goals, and track the progress of students across various functional and developmental domains.

42. (C) 18 domains; scored using a binary system of 'performs independently' (A) or 'cannot perform' (B)
The Madras Developmental Programming System consists of eighteen behavioral domains, ranging from motor skills to vocational

visual supports promote independence and reduce anxiety, creating a more structured learning environment.

60. (B) To ensure legal guardianship, independent living, and welfare support services
The National Trust Act of 1999 was established in India to safeguard the interests of persons with autism, cerebral palsy, mental retardation, and multiple disabilities. Its primary goals include ensuring legal guardianship, promoting independent living, and providing welfare support services. The Act also focuses on empowering families and community-based organizations to support individuals after the death of their parents.

61. (A) The individual leads the planning to express their personal preferences and goals.
A fundamental characteristic of a Person-Centered Plan is that the individual with a disability is the primary driver of the planning process. The goal is to express their personal preferences, dreams, and aspirations for the future. This approach ensures that supports are tailored to what is important to the person. It fosters self-determination and ensures that the plan reflects unique identity.

62. (C) Conduct a Functional Behavior Assessment (FBA) to teach alternative functional skills
When a student exhibits self-injurious behavior, the initial step should be conducting a Functional Behavior Assessment. This process identifies the underlying purpose of the behavior, such as escaping a difficult task. Once the function is understood, the special educator can develop an intervention plan to teach more appropriate ways to communicate needs or cope with frustration, ensuring a safer learning environment.

63. (D) Pre-Vocational Checklist I and II
Under the Functional Assessment Checklist for Programming, the Pre-Vocational Checklists I and II are used for students transitioning toward employment. These checklists assess skills such as following directions, workplace social behavior, and task completion. This stage is critical for preparing individuals with intellectual disabilities for work demands. By identifying strengths, educators can tailor vocational training to ensure a successful transition to adulthood.

64. (C) To record the frequency and severity of behavioral problems in these children
Part B of the Behavioral Assessment Scales for Indian Children with Mental Retardation is designed to record the frequency and severity of various behavioral problems. It covers domains such as physical aggression and self-injurious behavior. This assessment provides a baseline for developing intervention plans. By systematically tracking these behaviors, special educators can evaluate strategy effectiveness and ensure a safer, more conducive learning environment.

65. (B) I, II, and IV only
The Individualized Transition Plan is a mandatory component of the IEP for secondary students. It must focus on post-secondary education, vocational training, and independent living. Crucially, it requires active participation from the student and their parents. The plan must also list specific goals and identify agencies responsible for supporting the student's transition, ensuring a coordinated approach to achieving long-term adulthood outcomes.

66. (D) Conceptual skills
Conceptual skills are a key domain of adaptive behavior that includes language, literacy, and money concepts. It also encompasses self-direction and the ability to understand time. Deficits in these areas are used alongside intellectual testing to diagnose intellectual disabilities. Developing these skills is essential for an individual's ability to navigate the complexities of daily life and achieve greater degree of independence.

67. (A) Augmentative and Alternative Communication (AAC) with picture boards
Augmentative and Alternative Communication systems, such as picture boards, are essential for individuals with severe intellectual disabilities who are non-verbal. These tools allow students to express their needs, thoughts, and feelings by selecting images. By providing a functional way to communicate, AAC reduces frustration and promotes social interaction. It is a critical component of inclusive education, ensuring every student has a voice.

68. (C) Unusually friendly disposition, high social drive, and expressive language
Williams Syndrome is a genetic condition that often leads to mild to moderate intellectual disability. A hallmark feature is an unusually

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51. (B) Moderate Intellectual Disability
Individuals with a moderate intellectual disability typically fall within the IQ range of thirty-five to forty-nine. While they can develop communication and basic social skills, they generally require some level of supervision and support for daily living and employment. With appropriate training, they can perform semi-skilled tasks. Their educational programs focus heavily on functional skills and practical life education for independence.

52. (C) Systematic Prompting and Fading
Systematic prompting involves providing a hierarchy of support, such as physical guidance or verbal cues, to help a learner complete a task. Fading is the gradual reduction of these prompts as the student gains independence. This process ensures that the learner is successful while preventing prompt dependency. It is a fundamental technique in special education for teaching and promoting skill generalization.

53. (A) NIMHANS SLD — Assessing clinical symptoms of moderate to severe autism
The NIMHANS SLD Index is specifically designed for identifying Specific Learning Disabilities, not for assessing the clinical symptoms of autism. Other tools listed are correctly paired: the VSMS measures social maturity, BASIC-MR evaluates adaptive behavior in children with intellectual disabilities, and the FACP is a functional assessment tool for programming. Distinguishing between these instruments is vital for ensuring accurate diagnostic identification.

54. (A) I, II, III, IV, V
Part A of the BASIC-MR assesses adaptive behavior across seven domains in a specific sequence. It begins with motor skills, followed by activities of daily living, and then language. Subsequent domains include reading-writing and number-time. This logical progression allows educators to systematically evaluate a child's functional abilities. By following this order, practitioners can create a comprehensive profile facilitating effective educational programming.

55. (B) The ability to apply a learned skill across different settings, people, materials, and time
Generalization is the ability of a learner to apply a skill they have mastered in one setting to new environments, people, or materials. For individuals with intellectual disabilities, this is a critical goal because they often struggle with situational learning. Effective instruction must include strategies to ensure that a skill learned in a classroom can be successfully performed in community settings.

56. (C) Placement in competitive jobs with on-site support from a job coach
A key feature of supported employment is the placement of individuals with disabilities into competitive, community-based jobs rather than segregated settings. This model provides ongoing support from a job coach who helps the employee learn tasks and adapt to the workplace. This approach promotes social and economic inclusion, allowing individuals with moderate intellectual disabilities to earn fair wages and contribute meaningfully.

57. (D) Phenylketonuria (PKU)
Phenylketonuria is a metabolic disorder where the body cannot process the amino acid phenylalanine. If left untreated, it leads to a buildup that causes significant intellectual disability. This condition can be effectively managed through a strict diet that limits phenylalanine intake. Early screening through newborn blood tests is essential for preventing the neurological damage associated with this preventable cause of disability.

58. (A) Both A and R are true and R is the correct explanation of A
Functional academics are prioritized for students with moderate to severe intellectual disabilities because they emphasize skills needed for daily living and independence. Traditional academic curricula often focus on abstract concepts that may not be relevant to the immediate vocational needs of these learners. By teaching practical skills like money management, educators provide students with the tools necessary for meaningful community participation.

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59. (B) Using clear, consistent visual schedules with color-coded zones
Using clear and consistent visual schedules is a highly effective environmental modification for students with intellectual disabilities. These schedules provide predictability and help students understand the sequence of daily activities. Color-coded zones within the classroom can further assist with navigation and organization. By reducing confusion during transitions, these

key areas: further education, vocational training, integrated employment, and independent living. This plan ensures that the curriculum and support services are aligned with the student's long-term aspirations, fostering self-sufficiency.

26. (A) I, II, and IV only
Specific Learning Disabilities are characterized by deficits in particular cognitive processes, such as metacognition, perceptual-motor coordination, and auditory or visual-spatial processing. Importantly, these occur in individuals with average or above-average intelligence, meaning global delays or low IQ scores are exclusionary factors. These students often struggle with organizing tasks and processing specific types of information despite general learning capacity.

27. (B) Auditory-Linguistic Dyslexia — Deficit in processing sound-letter combinations
Auditory-linguistic dyslexia, often referred to as dysphonetic dyslexia, is rooted in a deficit in processing the relationship between sounds and letters. Students struggle with phonemic awareness and decoding unfamiliar words phonetically. This is distinct from dyseidetic dyslexia, which involves visual-spatial deficits where the individual cannot recognize whole words. Understanding these underlying cognitive profiles is essential for selecting appropriate remedial strategies.

28. (B) Emphasizing timed, speed-based math drills to build automaticity
Using timed, speed-based drills is generally not recommended for students with dyscalculia as it often increases mathematics anxiety and discourages them. Instead, instructional strategies should focus on the Concrete-Representational-Abstract sequence to build conceptual understanding. Providing reference sheets and teaching relaxation techniques are helpful accommodations that allow the student to demonstrate knowledge without the pressure of speed or rote memorization.

29. (A) Accommodations adapt learning access without lowering standards; modifications alter content and difficulty
Accommodations are adjustments that provide students with equal access to the curriculum without changing the learning standards or expectations. They focus on how a student learns or demonstrates knowledge. Modifications, however, involve significant changes to what is being taught or the level of difficulty, often resulting in lower academic standards. Both are essential tools for ensuring inclusive education for learners.

30. (C) One-to-one correspondence and conservation of numbers
Before introducing formal operations like subtraction, a child must grasp foundational concepts such as one-to-one correspondence and the conservation of numbers. One-to-one correspondence ensures the child understands that each object represents a single unit. Conservation is the realization that quantity remains the same despite changes in arrangement. These mathematical pre-skills are essential for the child to understand the subtraction logic.

31. (D) Providing temporary structural prompts and aids that are gradually removed to build independence
Scaffolding is a supportive instructional strategy where a teacher provides temporary aids, such as graphic organizers or sentence starters, to help students with dysgraphia complete writing tasks. As the student gains proficiency and confidence, these supports are gradually withdrawn. This process encourages the development of independent writing skills while ensuring the student is not overwhelmed by complexity during the initial stages.

32. (C) Executive functioning and working memory
Aarav's difficulties with remembering multi-step instructions, organizing personal belongings, and keeping track of daily tasks are hallmark signs of deficits in executive functioning and working memory. These cognitive processes are responsible for planning, organizing, and holding information temporarily. Such challenges are frequently observed in students with learning disabilities and require specific strategies like visual checklists and broken-down instructions to manage.

33. (B) 40%
Under the Right of Persons with Disabilities Act 2016, a person must have a minimum of forty percent of a specified disability to be recognized as a person with benchmark disability. This status makes individuals eligible for various government concessions, reservations in higher education, and other legal protections. For those with

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friendly and outgoing disposition. Individuals typically have a high drive for social interaction and relatively strong expressive language skills, especially in vocabulary. However, they also face challenges with visual-spatial tasks and may experience high levels of anxiety in social situations.

69. (A) Promoting iodized salt use in maternal and child nutrition
Congenital iodine deficiency is a preventable cause of intellectual disability. It occurs when a mother has a severe iodine deficiency during pregnancy. Promoting the use of iodized salt in maternal and child nutrition is a highly effective public health measure to ensure proper brain development. This simple dietary intervention has significantly reduced the incidence of this condition, highlighting the importance of nutritional support.

70. (D) Role-playing social situations followed by direct feedback and reinforcement
Role-playing is an effective method for teaching social skills to adolescents with mild intellectual disabilities. It allows students to practice real-life social interactions in a safe and supportive environment. By receiving immediate feedback and reinforcement from teachers, learners can refine their behaviors and gain confidence. This active, experiential approach helps bridge the gap between theoretical knowledge and practical application in life.

71. (B) Social communication deficits and restricted, repetitive behavior patterns
Under the DSM-5, Autism Spectrum Disorder is diagnosed based on persistent deficits in two core domains. The first is social communication and social interaction, including difficulties with emotional reciprocity. The second domain involves restricted, repetitive patterns of behavior, interests, or activities. This unified diagnosis recognizes that while individuals on the spectrum have diverse strengths, these two areas are the defining clinical characteristics.

72. (C) Hyper- or hypo-reactivity to sensory input or unusual environmental interests
Sensory processing issues are a key diagnostic feature of Autism Spectrum Disorder. This can manifest as hyper-reactivity or hypo-reactivity to various sensory inputs like light, sound, or touch. Individuals may also show an unusual interest in specific sensory aspects of the environment. These differences can significantly impact daily functioning and contribute to behavioral challenges in unfamiliar or overstimulating settings for learners.

73. (A) Both A and R are true and R is the correct explanation of A
Early screening for Autism Spectrum Disorder is vital because it allows for intervention during a period of high neuroplasticity. During these years, the brain is most capable of forming new neural pathways in response to targeted social therapies. By initiating support early, clinicians can help establish foundational communication skills, which leads to significantly improved developmental outcomes and better social integration.

74. (A) Indian Scale for Assessment of Autism (ISAA)
The Indian Scale for Assessment of Autism is a standardized diagnostic tool developed for the Indian context to assess the severity of autism. It consists of forty items divided across six domains like emotional responsiveness and behavior patterns. The ISAA provides a culturally sensitive framework for clinicians to evaluate symptoms and determine the appropriate level of support and disability certification needed.

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75. (B) ISAA has 40 items over 6 cultural domains; CARS has 15 behavioral items
The primary structural difference between these tools lies in their item count and domain organization. The Indian Scale for Assessment of Autism features forty items organized into six distinct domains tailored to the Indian cultural context. In contrast, the Childhood Autism Rating Scale is a more concise instrument consisting of fifteen behavioral items. Both are used to evaluate symptom severity in children.

76. (D) I, II, and III
Applied Behavior Analysis, the TEACCH approach, and the Picture Exchange Communication System are all widely recognized, evidence-based interventions for children with autism. ABA focuses on modifying behavior, TEACCH emphasizes structured physical environments, and PECS is a functional communication system. Together, these strategies address the diverse linguistic and behavioral

extensor spasticity, what is the most appropriate technique?
(A) Carrying the child in a flexed sitting position across the adult's hip
(B) Lifting the child under the armpits, allowing the legs to dangle downward
(C) Pulling the child's arms forward to lift them up from a supine position
(D) Carrying the child in an extended prone position across the adult's arms

8. The Gross Motor Function Classification System (GMFCS) is widely used to assess the functional motor capabilities of children with Cerebral Palsy. What is the correct sequence of GMFCS Levels from the highest level of independence to the lowest level of independence?
(A) Level V (Walks without limitations) to Level I (Transported in a manual wheelchair)
(B) Level I (Self-propels wheelchair) to Level V (Walks with hand-held mobility devices)
(C) Level V (Uses power mobility) to Level I (Walks with assistive leg braces)
(D) Level I (Walks without limitations) to Level V (Transported in a manual wheelchair)

9. Consider the following associated conditions in children with Cerebral Palsy:
I. Sensory impairments including strabismus and cortical visual impairment.
II. High incidence of seizure disorders (epilepsy), particularly in hemiplegic and quadriplegic types.
III. Dysphagia and feeding difficulties due to pseudobulbar palsy affecting oral-motor control.
Which of the above statements represent clinically recognized associated conditions of Cerebral Palsy?
(A) I and II only
(B) I, II, and III
(C) II and III only
(D) I and III only

10. Which of the following pairs correctly matches the abnormal gait observed in a child with Cerebral Palsy with its underlying neurological and muscular cause?
(A) Steppage Gait – Extreme hypotonicity in the hamstring muscles
(B) Waddling Gait – Congenital fused vertebrae in the cervical region
(C) Scissors Gait – Hypertonicity and severe spasticity in the hip adductor muscles
(D) Hemiplegic Gait – Bilateral sensory loss in both lower extremities

11. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): It is essential to use a multidisciplinary team approach when designing an Individualized Education Programme (IEP) for a student with moderate to severe Cerebral Palsy.
Reason (R): Effective management of Cerebral Palsy requires the integration of academic instruction with therapeutic interventions such as occupational therapy, physiotherapy, and speech therapy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. A child with Cerebral Palsy exhibits a persistent Asymmetrical Tonic Neck Reflex (ATNR) beyond the typical age of integration. What is the direct functional consequence of this persistent reflex on the child's classroom performance?
(A) Head turning triggers arm extension on the face side and flexion on the other, disrupting writing.
(B) Head flexion forward triggers automatic leg flexion, which prevents stable and independent sitting.
(C) Sudden environmental noises trigger generalized muscle spasms, causing the student to fall backward.
(D) Inability to track moving objects across the visual midline without rotating the entire upper torso.

13. During a circle-time activity, a special educator is positioning a kindergarten student with spastic quadriplegia on the floor. Which floor-positioning option is the most therapeutic to encourage head control and social interaction while preventing contractures?
(A) Lying flat on the back in a supine position without any postural support
(B) Side-lying with head support and the upper leg flexed over a bolster
(C) Sitting on the floor with legs fully extended in a wide W-position
(D) Lying prone with the neck hyperextended

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85. (A) A processing bias focusing on local details rather than integrating global contexts
The Weak Central Coherence theory suggests that individuals with autism have a cognitive style that prioritizes processing local details over integrating information into a global context. While this can lead to remarkable strengths in tasks requiring attention to detail, it often makes it difficult to understand the big picture. This processing bias affects how individuals on the spectrum perceive information across environments.

86. (B) I, III, and IV only
The Autism Diagnostic Observation Schedule is a gold-standard tool consisting of semi-structured modules that directly observe a child's social interaction and communication. Unlike parent-report checklists, it is administered by a professional interacting with the child. While it evaluates social behaviors, it is not an intelligence test. It provides a reliable way to assess symptoms across various ages and developmental levels.

87. (B) The shared focus of two individuals on an object using eye-gaze or pointing cues, which is typically delayed in ASD.
Joint attention is the shared focus of two people on an object, achieved through eye-gaze or pointing. It is a foundational social-communicative skill that typically develops in infancy but is often delayed in children with autism. Difficulties with joint attention can hinder early learning, as the child may not spontaneously look at what others are pointing to or share interests.

88. (C) Provide noise-canceling headphones and use visual warnings before loud sounds
For a student who experiences sensory overload from loud noises, the best approach is to provide accommodations. Using noise-canceling headphones allows the student to manage the auditory environment, while visual warnings before loud sounds provide predictability. These strategies respect the student's sensory needs and help prevent distress without resorting to exclusion. This approach fosters a more inclusive environment for learners with autism.

89. (D) Discrete Trial Training (DTT)
Discrete Trial Training is a highly structured instructional technique within Applied Behavior Analysis. It involves breaking skills into small, teachable units taught through rapid, successive trials. Each trial consists of a clear antecedent, the child's response, and an immediate consequence. This method is effective for teaching foundational skills such as imitation to children who require intensive, repetitive practice for skill mastery.

90. (A) Structured roles like data entry, software testing, and archiving that utilize detail-oriented skills
Many adults on the autism spectrum have cognitive strengths such as high attention to detail and strong pattern recognition. Consequently, roles like data entry and software testing are often excellent matches. These positions typically offer predictable environments and clear performance metrics, which can reduce social anxiety. Matching workplace demands with an individual's cognitive profile is key for ensuring long-term employment success.

91. (A) Both A and R are true and R is the correct explanation of A
Peer-mediated interventions are effective because they use neurotypical classmates as social models and communication partners for students with autism. By training peers to initiate interactions, educators create more natural opportunities for social practice within the classroom. This approach fosters genuine inclusion and helps students with autism generalize skills. It also promotes empathy and understanding among the broader student body in schools.

92. (B) By placing desired items within sight but out of reach to prompt child initiation
Incidental teaching is a naturalistic behavioral strategy used to promote functional communication. Instead of structured drills, the educator arranges the environment to encourage the child to initiate an interaction. For example, by placing a favorite toy within sight but out of reach, the teacher creates a natural opportunity for the child to use communication skills to request the item. This ensures meaningfulness.

93. (A) Improving functional conversational turn-taking, staying on topic, and reading non-verbal cues
The social-pragmatic approach focuses on the functional use of language in social contexts. For students with autism, this involves teaching the rules of conversation, such as turn-taking and interpreting non-verbal cues. The goal is to improve the student's ability to interact

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34. A comprehensive, multidisciplinary assessment for a child suspected of having Cerebral Palsy in an educational setting should include which of the following areas?

I. Evaluation of muscle tone, range of motion, and postural reflexes.
II. Assessment of oral-motor functioning, swallowing, and speech-language development.
III. Screening of vision and hearing.
IV. Cognitive and functional academic assessment.

Which of the above areas should be included in the assessment?

(A) I and II only
(B) I, II, and IV only
(C) I, II, III, and IV
(D) II, III, and IV only

35. Which of the following primitive reflexes, if persistent past the first year of life, interferes significantly with a child's ability to roll over, crawl, and develop independent sitting balance?

(A) Moro Reflex
(B) Asymmetric Tonic Neck Reflex (ATNR)
(C) Symmetric Tonic Neck Reflex (STNR)
(D) Babinski Reflex

36. Vikram is an 11-year-old student diagnosed with Duchenne Muscular Dystrophy (DMD). Over the past year, he has transitioned from walking with a hand-held mobility device to using a manual wheelchair. His general education teacher notes that he is becoming increasingly withdrawn and struggling to complete written assignments on time due to shoulder and arm fatigue. Which intervention is the most appropriate next step for Vikram's IEP team?

(A) Advise his parents to enroll him in a specialized segregated school to shield him from emotional academic distress.
(B) Request the physical therapist to initiate high-resistance weight-training to rebuild lost arm muscle fibers.
(C) Require him to complete all writing tasks by hand within standard time limits to prevent muscular disuse atrophy.
(D) Provide speech-to-text software, frequent rest breaks, reduced written work, and power mobility options.

37. Which of the following descriptions best defines the clinical etiology and progression of Duchenne Muscular Dystrophy (DMD)?

(A) An X-linked recessive disorder causing muscle degeneration due to absent dystrophin, mostly affecting boys.
(B) An autoimmune disorder causing peripheral nerve inflammation, leading to temporary facial muscle weakness.
(C) A congenital viral infection of spinal motor neurons, leading to asymmetric flaccid paralysis of limbs.
(D) A chromosomal abnormality causing severe bone fragility, recurrent fractures, and multiple joint dislocations.

38. Spina Bifida is a congenital neural tube defect. Which of the following forms of Spina Bifida is the most severe, involving a protrusion of both the spinal cord and the meninges through an opening in the vertebral column?

(A) Spina Bifida Occulta
(B) Meningocele
(C) Myelomeningocele
(D) Syringomyelia

39. When planning classroom accommodations for a student who has a Spinal Cord Injury at the T10 (Thoracic) level, which of the following is NOT an essential consideration?

(A) Monitoring the student for cognitive regression, a decline in IQ, and loss of speech
(B) Ensuring a barrier-free path for wheelchair mobility throughout the room
(C) Encouraging regular pressure-relief maneuvers (e.g., wheelchair push-ups) to prevent skin breakdown
(D) Ensuring easy access to accessible restroom facilities to accommodate bowel and bladder management schedules

40. A significant percentage of children with Spina Bifida Myelomeningocele also have Hydrocephalus, which is often managed with a ventriculoperitoneal (VP) shunt. Which group of symptoms should a special educator recognize as warning signs of a potential shunt malfunction or infection?

(A) Increased muscle strength, sudden improvements in hand-eye coordination, and heightened alertness
(B) Rapid hair loss, skin rashes on the lower limbs, and joint stiffness in the ankles
(C) Increased appetite, hyperactive behavior, and sudden fluent speech development
(D) Headache, vomiting, lethargy, irritability, and changes in vision or squinting

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CHAPTER 12

Introduction to Locomotor and Multiple Disabilities

1. Cerebral Palsy is primarily classified as a non-progressive disorder of movement and posture. Which of the following statements best describes the physiological basis of this condition?
(A) Progressive degeneration of myelin sheaths in the peripheral motor nerves
(B) Severe muscular atrophy resulting from genetic mutations on the X chromosome
(C) Intermittent dysfunction of neurotransmitter release at neuromuscular junctions
(D) A non-progressive lesion in the immature brain during early development

2. When classifying Cerebral Palsy by the anatomical site of the brain lesion, a lesion occurring primarily in the motor cortex and pyramidal tract typically manifests as which neurological type?
(A) Athetoid Cerebral Palsy
(B) Ataxic Cerebral Palsy
(C) Spastic Cerebral Palsy
(D) Tremor-dominant Cerebral Palsy

3. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Children with spastic diplegia cerebral palsy benefit from adaptive seating that maintains the hips in approximately 90 degrees of flexion with a slight abduction.
Reason (R): Proper hip flexion and abduction in adaptive seating help inhibit the hyperactive extensor reflex patterns and stabilize the pelvis for functional activities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. A special education teacher notices that a student frequently exhibits slow, writhing, involuntary movements of the limbs, particularly when attempting to reach for a pencil. These movements are accompanied by sudden fluctuations in muscle tone. Which type of Cerebral Palsy does this student most likely have?
(A) Spastic Monoplegia CP
(B) Ataxic Cerebral Palsy
(C) Rigid Quadriplegia CP
(D) Athetoid Cerebral Palsy

5. Ataxic Cerebral Palsy is primarily characterized by damage to the cerebellum. Which of the following features is NOT typical of a child with Ataxic Cerebral Palsy?
(A) High spasticity and contractures in the lower limb adductors
(B) Disturbed sense of balance and uncoordinated motor movements
(C) Intentional hand tremors during voluntary fine motor activities
(D) A wide-based, unsteady gait pattern observed during ambulation

6. Rajesh is an 8-year-old student diagnosed with Spastic Diplegia who uses a posterior walker. During classroom writing tasks, he tends to slide forward in his standard school chair, causing his pelvis to tilt posteriorly and his torso to slump. Which classroom modification should the special educator prioritize to improve Rajesh's posture and handwriting?
(A) Replacing his standard chair with an exercise ball to build postural core strength
(B) Allowing him to write in a prone position on a supportive rolling scooter board
(C) Using a non-slip seat mat and a pommel wedge to prevent forward pelvic sliding
(D) Attaching heavy weighted wrist cuffs to control and stabilize active hand tremors

7. Handling techniques are critical when working with children who have Cerebral Palsy. If a teacher needs to carry or lift a child with severe

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needs of individuals on the spectrum, promoting greater independence and social participation.

77. (A) Using physical environments with visual schedules and structured work setups
The TEACCH model is built on the principle of organizing the physical environment and using visual supports to make expectations clear. Key components include visual schedules, clearly defined work areas, and structured activity systems. This approach leverages visual processing strengths, helping students navigate their day independently and reducing the anxiety that often comes from unpredictable or unstructured classroom routines and social demands.

78. (C) Antecedent, Behavior, Consequence
In Applied Behavior Analysis, the three-term contingency is the fundamental framework for understanding behavior. It consists of the Antecedent, the Behavior, and the Consequence. By analyzing these three components, educators can identify the function of a behavior and implement strategies to increase desired actions or decrease challenging ones through systematic manipulation of environmental triggers and rewards within the educational setting.

79. (D) Handing a picture to a partner to exchange it for a desired item
Phase I of the Picture Exchange Communication System focuses on teaching the most basic and vital skill of communication: initiation. In this stage, the student learns to pick up a picture of a desired item and hand it to a partner in exchange for that item. There is no requirement for speech at this point. The goal is the social exchange.

80. (C) Social Stories
Social Stories are short, individualized narratives designed to help individuals with autism understand specific social situations and the perspectives of others. Written from the student's point of view, these stories describe social cues and offer positive coping strategies. By breaking down complex social interactions into understandable parts, Social Stories reduce anxiety and help students navigate social environments more effectively in school.

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81. (B) Echolalia
Echolalia is the clinical term for the repetition of vocalizations made by another person. In children with autism, this can be immediate or delayed. While it was once seen as purposeless, research now suggests that echolalia often serves a communicative or self-regulatory function. It is a common linguistic feature that requires sensitive assessment to understand the child's underlying message and intent.

82. (A) Both A and R are true and R is the correct explanation of A
Children with Autism Spectrum Disorder often benefit more from visual schedules than from spoken instructions because they typically process visual-spatial information more effectively. Spoken language is transient, whereas a visual schedule provides a permanent reference. This reduces the cognitive load required to process verbal directions, leading to increased predictability, lower anxiety, and greater independence in completing daily routines and transitions.

83. (A) Repetitive motor habits such as hand-flapping or organizing objects sequentially
Restricted, repetitive patterns of behavior are a core diagnostic feature of autism. Examples include stereotyped motor movements like hand-flapping or rocking. It also encompasses a strong insistence on sameness, such as organizing objects in a specific sequence. These behaviors often provide sensory comfort or predictability. Identifying these patterns is essential for developing supportive environments and effective behavioral interventions for affected students.

84. (C) Theory of Mind (ToM) / Empathizing-Systemizing Theory
Theory of Mind refers to the cognitive ability to understand that others have their own unique beliefs and perspectives. Individuals with autism often struggle with this concept, making social interaction challenging. They may have difficulty predicting the behavior of others or understanding non-literal language. This theory helps explain why many people on the spectrum experience significant hurdles in navigating reciprocal social relationships.

over a wedge without arm support

14. An IEP team is selecting an Augmentative and Alternative Communication (AAC) system for a non-verbal student with severe dyskinetic cerebral palsy who has excellent comprehension but extremely poor upper-extremity coordination. Consider the following tools:

I. A high-tech eye-gaze tracking communication system.
II. A dynamic-screen speech-generating device mounted on a wheelchair.
III. A standard keyboard with keys minimized to prevent accidental hits.
IV. A single-switch scanning system operated by head or chin movements.

Which of the above tools are most appropriate?

(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

15. Under which regulatory framework in India is "Cerebral Palsy" specifically defined and protected as a distinct disability category alongside Autism, Intellectual Disability, and Multiple Disabilities for early intervention and residential care services?

(A) National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
(B) Rehabilitation Council of India Act, 1992
(C) Right of Children to Free and Compulsory Education Act, 2009
(D) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

16. During a functional assessment of a student with Spastic Quadriplegia, the therapist evaluates "Range of Motion" (ROM). Which of the following statements regarding ROM assessment is INCORRECT?

(A) Passive ROM refers to the movement of a joint by an external force without muscle activation by the student.
(B) Active ROM refers to the joint movement achieved by the student's own voluntary muscle contraction.
(C) ROM should be assessed by applying rapid, sudden force to stretch spastic muscles to their maximum limit.
(D) Contractures represent a permanent shortening of a muscle or joint tissue, severely limiting passive ROM.

17. An inclusive physical education teacher wants to include a student with Spastic Diplegia in a classroom ball-catching activity. Which adaptation represents the most effective inclusive strategy?

(A) Excusing the student from the dynamic physical activity and directing them to watch from the sidelines
(B) Directing the student to catch a standard small regulation baseball while standing completely unassisted
(C) Replacing the ball with a very small, heavy weighted medicine ball to develop upper arm strength
(D) Using a larger, lightweight foam ball and letting the student sit in a supportive classroom chair

18. Amit is a 10-year-old student with Spastic Hemiplegia affecting his right dominant side. In his art class, he struggles with stabilizing paper while attempting to cut shapes with scissors. Which adaptation is the most appropriate and least restrictive intervention for Amit?

(A) Assigning a peer partner to cut out all shapes for him while he passively observes the task
(B) Excusing him from fine-motor art tasks and substituting them with passive computer-based viewing
(C) Providing left-handed loop scissors and securing the drawing paper with a clipboard or tape
(D) Instructing him to stabilize the paper with his right hand and use standard shears with his left

19. What is the defining characteristic of "Mixed Cerebral Palsy"?

(A) A condition where physical symptoms fluctuate daily between extremely mild and severe states
(B) A clinical combination of spastic and athetoid or ataxic motor patterns in the same individual
(C) CP that is predominantly caused by a mixture of pre-existing environmental and genetic factors
(D) High muscle tone in both lower limbs paired with complete paralysis of both upper limbs

20. When implementing task analysis to teach a child with Spastic Quadriplegia how to feed

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successfully in everyday situations. This method prioritizes the social effectiveness of communication, helping individuals build more meaningful and reciprocal relationships.

94. (C) M-CHAT-R/F (Modified Checklist for Autism in Toddlers, Revised with Follow-Up)
The Modified Checklist for Autism in Toddlers is a widely used screening tool, not a diagnostic one. It is typically administered by parents during early childhood checkups to identify toddlers who may be at risk for autism. If a child fails the screening, it indicates the need for a comprehensive evaluation. Formal diagnostic instruments like the ADOS are used by specialists.

95. (A) I, II, III, and V only
Successful workplace integration for adults with autism requires specific environmental and social accommodations. Minimizing sensory overload and providing clear, written instructions ensures clarity, while allowing solitary lunch breaks can prevent social burnout. Having a mentor helps navigate complex social rules. However, constantly shifting job duties without warning is counterproductive, as individuals on the spectrum typically thrive on predictability and clear routines.

96. (C) Providing structured sensory experiences to help the brain organize and process environmental inputs
Sensory Integration Therapy provides structured sensory experiences—such as swinging or jumping—to help the brain organize and interpret environmental inputs more effectively. For children with autism, this can lead to improved self-regulation, better motor coordination, and a reduced need for repetitive behaviors, helping them engage more fully in daily life. This approach addresses the underlying neurological processing differences commonly found in ASD.

97. (B) Specific Learning Disability — Marked motor delay in walking and global cognitive delay at 12 months
Specific Learning Disabilities are typically characterized by academic difficulties in students with average intelligence, becoming apparent once formal schooling begins. Unlike global intellectual disabilities, SLD is not usually associated with marked global motor delays in early infancy. In contrast, red flags for autism include social communication deficits, and intellectual disability involves delays across all major developmental milestones, including motor and language skills.

98. (D) Providing multiple means of representation, variable action and expression, and diverse student engagement
Universal Design for Learning is a framework for creating inclusive classrooms that meet the needs of all students. It emphasizes providing multiple means of representation, multiple means of action and expression, and multiple means of engagement. This proactive approach reduces barriers to learning and ensures that every student, regardless of disability, has an equal opportunity to succeed in the general education environment.

99. (A) Teaching a skill by showing a video of a peer, adult, or self performing a target behavior to imitate
Video modeling is an evidence-based instructional strategy where a student watches a video of someone successfully performing a target skill and then imitates that behavior. This technique is particularly effective for learners with autism because it utilizes their visual processing strengths and provides a consistent, predictable demonstration. It can be used to teach a wide range of social, communication, and self-help behaviors.

100. (C) As a sub-category under intellectual disability
Under the Right of Persons with Disabilities Act of 2016, Autism Spectrum Disorder is officially categorized as a sub-category under intellectual disability for classification purposes. This legal framework ensures that individuals on the spectrum are recognized as having a benchmark disability and are eligible for specific rights and protections. This categorization helps streamline the process of disability certification and national support services.

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(C) Gross Motor Function Measure (GMFM)
(D) Bruininks-Oseretsky Test of Motor Proficiency (BOT-2)

27. When preparing a student with Spastic Cerebral Palsy for an academic activity, a special educator wants to apply handling techniques to temporarily reduce muscle spasticity. Consider the following techniques:
I. Rapid, erratic, and high-frequency bouncing of the child's trunk.
II. Slow, rhythmic rocking of the pelvis and trunk.
III. Gentle, prolonged stretching of the spastic muscle groups.
Which of the above techniques are effective?
(A) I and II only
(B) I and III only
(C) I, II, and III
(D) II and III only

28. Athetoid (dyskinetic) Cerebral Palsy is primarily associated with damage to which specific area of the brain?
(A) Basal Ganglia
(B) Cerebellum
(C) Motor Cortex
(D) Occipital Lobe

29. Which of the following statements regarding the use of orthoses (splints/braces) in children with Cerebral Palsy is INCORRECT?
(A) Ankle-Foot Orthoses (AFOs) are used to prevent foot drop and control ankle instability.
(B) Orthoses should be worn continuously 24 hours a day without removal to completely immobilize joints.
(C) Hand splints can help maintain functional hand positioning and prevent wrist flexion contractures.
(D) Regular skin inspection is required to check for pressure redness and skin breakdown caused by the orthosis.

30. A student with Cerebral Palsy is placed in an inappropriate, oversized classroom chair. This results in poor pelvic stability and an inability to touch the floor with their feet. What is the immediate cause-and-effect relationship of this improper positioning?
(A) Rapid development of intellectual deficits due to restricted frontal lobe blood flow.
(B) Decreased core stability, causing physical fatigue and reduced hand-eye coordination.
(C) Immediate and irreversible dislocation of both hip joints within a single school day.
(D) Development of sensorineural hearing loss due to excessive postural neck compensation.

31. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In physical management of children with Cerebral Palsy, positional changes should be scheduled every 20 to 30 minutes during the school day.
Reason (R): Regular positioning changes prevent skin breakdown, reduce muscle contractures, and provide varied sensory-motor experiences that enhance classroom participation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. Which of the following writing accommodations represents the most appropriate low-tech assistive technology for a student with Spastic Quadriplegia who has difficulty gripping a standard pen?
(A) Voice-to-text transcription software installed on a laptop
(B) An electronic brailler device equipped with tactile keys
(C) A weighted Universal Cuff that holds a marker across the palm
(D) A standard touch-screen keyboard with no mechanical feedback

33. When developing the transition goals within an IEP for a 15-year-old student with moderate spastic diplegia, what is the primary functional objective?
(A) Preparing the student for elite professional athletic competitions without physical accommodation
(B) Ensuring the student memorizes the entire general education secondary school textbook curriculum
(C) Planning for immediate post-school placement in a fully isolated clinical residential institution
(D) Teaching independent living, community mobility, self-advocacy, and adapted vocational skills

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themselves, what is the primary prerequisite step the teacher must ensure?
(A) Forcing the student to use a heavy metal fork to build wrist strength
(B) Teaching the child to hold a standard drinking glass without spilling
(C) Instructing the child to chew solids before introducing adaptive tools
(D) Ensuring stable pelvic, trunk, and head alignment using adaptive seating

21. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): A student with a strong Symmetrical Tonic Neck Reflex (STNR) should not be placed in a prone position over a wedge for prolonged classroom writing tasks.
Reason (R): Prone positioning with head elevation triggers the STNR, leading to arm extension and leg flexion, which interferes with the stable pelvis and functional leg alignment needed to maintain positioning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. Which of the following pairs correctly matches the topographical distribution of Cerebral Palsy with its physiological definition?
(A) Diplegia – All four limbs are equally affected, with upper extremities more involved than lower
(B) Paraplegia – Only the upper two limbs (arms) are affected
(C) Monoplegia – Only one limb (usually an arm) is affected
(D) Quadrilegia – Only the right lateral half of the body is affected

23. In a school setting, what is the primary distinction between the functional roles of the Physical Therapist (PT) and the Occupational Therapist (OT) when collaborating on an IEP for a child with CP?
(A) PT focuses on gross motor skills and mobility, while OT focuses on fine motor skills and daily activities.
(B) PT manages academic curriculum adaptations, while OT addresses sensory integration and emotional regulation.
(C) PT designs electronic speech-generating devices, while OT designs customized physical limb prostheses.
(D) PT coordinates daily medical schedules, while OT manages classroom behavioral and social-emotional skills.

24. A resource teacher is evaluating a general education classroom's physical environment for a student who uses a motorized wheelchair due to Cerebral Palsy. Consider the following physical modifications:
I. Doorways must have a minimum clear opening width of 32 inches (813 mm).
II. Classroom aisles must be at least 36 inches (915 mm) wide to allow wheelchair maneuvering.
III. Desk heights should be adjustable between 28 to 34 inches to accommodate the wheelchair armrests.
IV. Placing heavy carpets with thick padding to cushion any accidental falls.
V. Installing ramps with a maximum slope ratio of 1:12 for wheelchair accessibility.
Which of the above modifications are necessary to ensure accessibility?
(A) I, III, and IV only
(B) II, IV, and V only
(C) I, II, III, IV, and V
(D) I, II, III, and V only

25. When designing Teaching-Learning Materials (TLMs) for a child with poor hand grasp and severe spasticity, which of the following is NOT an appropriate adaptation?
(A) Wrapping pencils and markers with foam tubing to increase diameter
(B) Using small, thin, double-sided worksheets that require precise finger grip to turn
(C) Adding page-turner wooden knobs or foam spacers to the pages of books
(D) Attaching Velcro strips to the backs of flashcards and mounting them on a slanted felt board

26. Which of the following standard clinical assessments is most appropriate for a physical therapist and educator to evaluate change in gross motor function over time in a child with Cerebral Palsy?
(A) Wechsler Intelligence Scale for Children (WISC-V)
(B) Peabody Developmental Motor Scales (PDMS-2)

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41. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The IEP of a student with Duchenne Muscular Dystrophy must be reviewed and updated more frequently than the standard annual review.
Reason (R): Muscular Dystrophy is a progressive disease characterized by continuous muscle degeneration, requiring ongoing adaptations to seating, writing tools, and assistive technologies as physical abilities decline.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. Which of the following pairs correctly matches the level of spinal cord injury with the expected functional outcome for mobility?
(A) Injury at C4 (Cervical) – Fully independent ambulation without braces or assistive devices
(B) Injury at L4 to L5 (Lumbar) – Complete paralysis of all four limbs (quadriplegia); requires a power wheelchair operated by head control
(C) Injury at T2 to T12 (Thoracic) – Full use of upper extremities; requires a wheelchair for mobility; may stand with braces
(D) Injury at C7 (Cervical) – Fully functional bowel and bladder control; walks independently with no orthoses

43. Polio (Poliomyelitis) is an infectious viral disease. Which of the following statements accurately describes its typical physical manifestation in affected individuals?
(A) Symmetrical, progressive muscle hypertrophy in both upper limbs with sensory deficits.
(B) Severe spasticity and rigid joint contractures in all four limbs due to cortical damage.
(C) Progressive deterioration of cognitive functions, vision, and auditory acuity over time.
(D) Asymmetric flaccid paralysis and muscle atrophy with preserved sensory perception.

44. Orthotics are commonly used by students with locomotor disabilities. Which of the following pairs is INCORRECT?
(A) TLSO (Thoracic-Lumbar-Sacral Orthosis) – A wrist-hand splint designed to improve pen grasp
(B) AFO (Ankle-Foot Orthosis) – Controls ankle position and stabilizes foot drop
(C) KAFO (Knee-Ankle-Foot Orthosis) – Provides knee stability and ankle support for ambulation
(D) HKAFO (Hip-Knee-Ankle-Foot Orthosis) – Used for individuals needing support across the hip, knee, and ankle joints

45. A student with a high-level spinal cord injury (at or above T6) is in your classroom. The student suddenly complains of a severe headache, exhibits profuse sweating on the forehead, flushed skin above the injury level, and a slow heart rate. This represents a life-threatening medical emergency known as:
(A) Spastic Crisis
(B) Autonomic Dysreflexia
(C) Hydrocephalic Shock
(D) Muscular Dystrophy Flare-up

46. For a child with Duchenne Muscular Dystrophy, what is the primary goal of physical positioning and the use of orthoses (like night splints) in early childhood?
(A) To force the child to walk faster than their school peers
(B) To delay muscle contractures and maintain joint flexibility
(C) To cure the genetic mutation by strengthening muscle fibers
(D) To eliminate the need for any future assistive wheelchair use

47. Amputations in children can be congenital (limb deficiency) or acquired. What is a key clinical consideration when fitting and training a growing child with an acquired lower-limb prosthesis?
(A) Regularly adjusting socket size and prosthetic length to accommodate bone growth and prevent skin breakdown.
(B) Keeping the prosthesis static without any changes or structural adjustments once the child turns five.
(C) Delaying prosthetic fitting for children with congenital limb deficiencies until they reach full adulthood.
(D) Ensuring prostheses are worn exclusively during sleep cycles to promote anatomical bone elongation.

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to movement, while rigidity is constant resistance throughout the ROM.

98. Which of the following is an approved qualification recognized by the Rehabilitation Council of India (RCI) for working as a qualified Special Educator for children with Multiple Disabilities in India?

(A) Master of Science Degree in Clinical Psychology
(B) Diploma in General Elementary Teacher Education
(C) Diploma or B.Ed. in Special Education (MD)
(D) Bachelor of Physical Education Degree (B.P.Ed)

99. When drafting the "Present Levels of Academic Achievement and Functional Performance" (PLAAFP) section of an IEP for a student with profound multiple disabilities, which information is most critical to include?

(A) The student's estimated score performance on standardized national secondary high-school competitive exams.
(B) An objective description of current cognitive, motor, communication, and self-help skills, with necessary supports.
(C) A comprehensive historical list of all potential major medical surgeries the student might undergo in adulthood.
(D) A generalized statement from teachers asserting that the student is unable to learn any functional concepts.

100. Community-Based Rehabilitation (CBR) is an important approach for individuals with locomotor and multiple disabilities. What is the primary objective of CBR?

(A) Building large, centralized state residential facilities to house all individuals with developmental disabilities.
(B) Developing highly advanced clinical and surgical facilities in major, specialized urban metropolitan hospitals.
(C) Restricting specialized rehabilitation services to urban centers where advanced physical medical clinics exist.
(D) Mobilizing local resources to ensure inclusion, rehabilitation, and equal opportunities within the local community.

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leading to the school entrance.
III. Wheelchair accessible toilets with grab bars, low-height washbasins, and outward-opening doors.
IV. Elevators with auditory signals and braille control buttons for multi-story school buildings.
V. Classrooms equipped only with fixed, non-movable heavy wooden desks.

Which of the above features are mandatory for a school building to be considered barrier-free?
(A) I, II, and III only
(B) I, III, and V only
(C) I, II, III, and IV only
(D) I, II, III, IV, and V

55. When physically handling and transferring a student with Spina Bifida Myelomeningocele who has a permanent shunt and lower limb paralysis, which of the following is an INAPPROPRIATE and unsafe practice?
(A) Lifting the student by pulling their arms from behind or applying direct pressure over the spinal lesion site.
(B) Checking the vulnerable skin under leg braces for pressure spots or redness before and after daily transfers.
(C) Supporting the student's hips and pelvis during transfers to maintain proper spinal and anatomical alignment.
(D) Encouraging the student to actively assist in transfers to the maximum extent of their upper-body strength.

56. Rohan is a 12-year-old student who recently underwent an above-knee amputation of his left leg due to a bone tumor. He has been fitted with a prosthetic leg and is returning to his school. Rohan is highly motivated to participate in school life but struggles with walking long distances between classrooms and experiences fatigue. What is the most appropriate initial physical accommodation for Rohan?
(A) Requiring Rohan to leave his prosthesis at home and use a standard manual wheelchair exclusively during school.
(B) Excusing Rohan from all physical education classes and sensory-academic evaluations for the entire term.
(C) Telling Rohan to walk faster to build up his physiological stamina and strength in his remaining muscles.
(D) Providing a modified schedule to reduce travel, early class release to avoid crowds, and an accessible locker.

57. A student with a spinal cord injury at the L1 level has sensory loss in both lower extremities. What classroom seating adaptation is critical to prevent decubitus ulcers (pressure sores)?
(A) A hard, unpadded wooden chair that keeps the spine fully upright
(B) A specialized pressure-relieving gel or air seat cushion
(C) A soft beanbag chair that allows a semi-reclined posture
(D) A standard metal folding chair with a thin vinyl seat cover

58. Which of the following statements is true regarding the motor and sensory features of a child presenting with lower limb paralysis caused by Polio?
(A) The child experiences complete loss of sensation in the affected legs, along with high spasticity.
(B) The child presents with progressive cognitive deterioration and sensory-neural visual deficits.
(C) The child experiences flaccid paralysis and muscle atrophy with fully intact tactile sensation.
(D) Muscles in the affected limbs show hyperactive deep tendon reflexes and severe joint rigidity.

59. A student with an acquired arm amputation experiences "phantom limb pain." How does this physiological phenomenon impact the student's classroom learning and how should the teacher respond?
(A) It is a psychological attention-seeking behavior; the teacher should ignore the complaints and continue instruction.
(B) It indicates the prosthesis is fitted incorrectly; the teacher must immediately adjust its physical parts.
(C) It causes immediate memory loss; the teacher should plan to re-teach all academic concepts from the previous year.
(D) It causes real physical pain that disrupts attention; the teacher should provide quiet breaks and sensory support.

60. According to Section 2(o) of the Rights of Persons with Disabilities Act, 2016, "locomotor disability" is defined as:
(A) A person's inability to execute distinctive

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learning focus is limited to reading and writing.

(D) Active learning is conducted in inclusive general education classrooms, while passive learning is conducted solely in resource rooms.

74. When planning an educational program for a student with severe and multiple disabilities, consider the following components of an ecological assessment:

I. Analyzing the current and future environments in which the student must function (home, school, community).

II. Identifying the specific functional tasks required in those environments.

III. Assessing the student's current performance of those specific tasks.

IV. Identifying the discrepancies and determining the necessary adaptations or direct instruction needed.

V. Administering a standardized, norm-referenced intelligence test in a quiet, clinical office.

Which of the above components are key to an ecological assessment?

(A) I, II, and III only

(B) II, III, and V only

(C) I, II, III, and IV only

(D) I, II, III, IV, and V

75. What is the correct sequence of steps in designing and implementing an Individualized Transition Plan (ITP) for a student with multiple disabilities?

(A) 1. Set post-secondary transition goals; 2. Conduct transition assessments; 3. Identify transition services and agencies; 4. Write yearly IEP goals that support transition.

(B) 1. Write yearly IEP goals; 2. Identify transition services; 3. Conduct transition assessments; 4. Set post-secondary goals.

(C) 1. Identify transition services; 2. Set post-secondary goals; 3. Write yearly IEP goals; 4. Conduct transition assessments.

(D) 1. Conduct transition assessments (interest, functional skills); 2. Develop post-secondary goals (employment, education, independent living); 3. Identify transition services and inter-agency linkages; 4. Design annual IEP objectives aligned with transition goals.

76. Aarav is a 9-year-old student with Deaf-Blindness (partial hearing and low vision) and mild motor delays. He becomes highly anxious and exhibits self-stimulatory behaviors (such as rocking) when transitions occur between activities in the resource room. He cannot read print or follow spoken group directions. Which intervention is the most appropriate and least restrictive to help Aarav transition smoothly?

(A) Using a tactile object schedule to signal upcoming transitions and establish a predictable daily routine.

(B) Flashing the classroom overhead lights rapidly to signal a change in activity for all students in the room.

(C) Having an assistant physically lift him and carry him to the next station without warning to save transition time.

(D) Eliminating transitions by keeping him at a single desk doing the same task for the entire school day.

77. In an inclusive classroom, how can "Peer Tutoring" be effectively structured to benefit a student with moderate multiple disabilities (e.g., intellectual disability and diplegic cerebral palsy)?

(A) Directing the peer tutor to complete all of the student's homework and writing tasks to save them from physical fatigue.

(B) Training the peer tutor to provide structured prompts, practice, and praise under direct teacher supervision.

(C) Having the peer tutor sit next to the student and constantly correct every minor motor error they make in real-time.

(D) Replacing all of the special educator's direct academic instruction with unsupervised peer-led tutoring sessions.

78. What is the primary function of the Rehabilitation Council of India (RCI) in relation to the education of students with multiple disabilities?

(A) To design and construct accessible school buildings, ramps, and pathways across all Indian states.

(B) To regulate special education training courses and maintain the Central Rehabilitation Register.

(C) To directly fund and distribute free motorized wheelchairs to children with locomotor disabilities.

(D) To write and publish the standard general education curriculum textbooks for classes 1 through 12.

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loss of sensation and paresis in the eye and eyelid
(B) Extreme manifestation of cognitive decline and memory loss
(C) Manifestation of deformities where they are unable to perform any useful occupation
(D) Physical deformity and paresis which still permits them to engage in economic activity

68. Multiple Sclerosis (MS) is a chronic disabling condition. What is the underlying physiological mechanism of MS?
(A) Progressive degeneration of neuromuscular junctions in skeletal muscles, causing flaccid paralysis.
(B) Congenital underdevelopment of the cerebellum and brainstem, causing chronic balance disturbances.
(C) Excessive accumulation of cerebrospinal fluid within the ventricles of the brain, causing pressure.
(D) An autoimmune attack on central nervous system myelin, leading to demyelination and scarring.

69. Tuberous Sclerosis is a rare genetic disease that can lead to multiple disabilities. Which of the following clinical presentations is characteristic of Tuberous Sclerosis?
(A) Growth of benign tumors in multiple organs, causing seizures, intellectual deficits, and skin issues.
(B) Progressive wasting of skeletal muscles starting in the pelvic girdle with no cognitive involvement.
(C) Congenital absence of all four limbs with fully intact sensory, motor, and cognitive functioning.
(D) Chronic autoimmune inflammation of joints leading to severe rheumatoid arthritis in early childhood.

70. A student with multiple disabilities has a history of grand mal (tonic-clonic) epilepsy. During a classroom session, the student begins to have a seizure. Which of the following actions is an INCORRECT and dangerous response?
(A) Gently lowering the student to the floor and clearing the surrounding area of sharp objects
(B) Placing a soft, folded jacket under the student's head to prevent injury
(C) Placing a wooden spoon or solid object into the student's mouth to prevent them from biting their tongue
(D) Turning the student gently onto their side to help keep their airway clear once the active convulsing allows

71. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Children who have multiple disabilities, including deaf-blindness, require highly individualized, multisensory, and concrete learning experiences rather than abstract verbal instruction.
Reason (R): The combined loss of vision and hearing severely limits natural incidental learning from the environment, making tactile communication and direct hands-on experiences essential for concept development.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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72. Which of the following pairs correctly matches the combination of multiple disabilities with its primary, specialized communication strategy?
(A) Intellectual Disability and mild Cerebral Palsy – Purely auditory-verbal therapy without visual support
(B) Severe Spastic Quadriplegia and Profound Hearing Loss – Standard spoken lectures with amplified hearing aids
(C) Moderate Athetoid CP and Visual Impairment – High-speed printed text-based flashcards
(D) Deaf-Blindness – Tactile Sign Language (Hand-over-hand signing) or Tadoma method

73. When teaching a student with severe physical and cognitive multiple disabilities, which of the following describes the difference between "active learning" and "passive learning" approaches?
(A) Active learning requires the student to perform complex academic tasks independently, while passive learning involves listening to audio instruction.
(B) Active learning involves self-initiated actions on objects, while passive learning relies on physical manipulation by others.
(C) Active learning is restricted to dynamic physical education and sports, while passive

activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both
(B) A condition characterized by significant limitations both in intellectual functioning and in adaptive behavior, affecting daily social and practical skills
(C) A progressive inflammatory disease of the central nervous system that attacks myelin sheaths, leading to severe sensory-motor deficits and cognitive decline
(D) A developmental disability significantly affecting verbal and non-verbal communication, social interaction, and educational performance

61. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Students with high-level spinal cord injuries must be taught and prompted to perform "weight shifts" or pressure reliefs every 30 minutes in their wheelchairs.
Reason (R): Prolonged sitting without weight shifts restricts blood flow to the skin overlying bony prominences, causing tissue ischemia and rapid development of debilitating pressure ulcers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

62. Which of the following physical education adaptations is INCORRECT for a student with a lower-limb amputation?
(A) Adjusting game rules to allow the student to use a hand-cycle or wheelchair.
(B) Restricting the student to acting as a permanent scorekeeper for all sports.
(C) Using seated versions of sports like sitting volleyball or wheelchair basketball.
(D) Allowing the student to run shorter distances or have a designated runner.

63. A special educator is using "Task Analysis" to teach a child with a spinal cord injury how to put on their ankle-foot orthosis (AFO) and shoe. What is the first step in designing this task analysis?
(A) Breaking down the process into small, sequential, observable steps.
(B) Requiring the child to write a paragraph describing how an AFO works.
(C) Purchasing a larger shoe size so the child does not use their hands.
(D) Asking a physical therapist to perform the task while being recorded.

64. When designing IEP goals for a child with Duchenne Muscular Dystrophy, consider the following strategies:
I. Integrating energy conservation techniques throughout the school day.
II. Utilizing assistive technologies for writing tasks to minimize muscle fatigue.
III. Planning for future physical transitions, including wheelchair accessibility in all school environments.
IV. Implementing high-intensity resistance exercises to reverse muscle degeneration.
Which of the above strategies should be incorporated into the plan?
(A) I and II only
(B) II, III, and IV only
(C) I, II, and III only
(D) I, II, III, and IV

65. Research indicates that the incidence of Neural Tube Defects, such as Spina Bifida, can be significantly reduced through maternal dietary supplementation of which nutrient prior to conception and during early pregnancy?
(A) Vitamin C
(B) Calcium
(C) Iron
(D) Folic Acid

66. Under the National Trust Act, 1999 (India), "Multiple Disabilities" is defined as a combination of:
(A) A combined diagnosis of visual impairment and hearing impairment only.
(B) A combination of intellectual disability and learning disability only.
(C) Any combination of two or more disabilities defined under the PWD Act, 1995.
(D) A combination of autism spectrum and attention deficit hyperactivity only.

67. Under the Rights of Persons with Disabilities Act, 2016, a "Leprosy Cured Person" is defined as one who has been cured of leprosy but manifests certain physical conditions. Which of the following is NOT one of these specified conditions?
(A) Loss of sensation in hands or feet as well as

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79. Which of the following pairs is INCORRECT regarding assistive technology and its targeted multiple disability application?
(A) Screen Reader (e.g., NVDA) – Helps a student who is deaf and has a learning disability to hear spoken words better
(B) Switch-activated toy – Encourages cause-and-effect understanding in a child with severe cognitive and motor impairments
(C) Tactile Communication Board – Assists non-verbal students who are deaf-blind to express choices using objects/textures
(D) Head-pointer with a physical communication board – Allows a student with severe spastic quadriplegia and intact vision to point to symbols

80. What is the direct cause-and-effect relationship of sensory deprivation (such as combined visual and hearing impairment) on a child's early developmental milestones?
(A) It accelerates the development of advanced abstract reasoning and cognitive processing skills to compensate for loss.
(B) It leads to an immediate, automated increase in physical strength to compensate for the lost sensory inputs.
(C) It reduces natural exploration, leading to delayed motor milestones, limited vocabulary, and communication frustration.
(D) It completely prevents the child from developing secure emotional attachments with parents or primary caregivers.

81. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): A transdisciplinary team model is preferred over a multidisciplinary or interdisciplinary model for students with severe and multiple disabilities.
Reason (R): In a transdisciplinary model, team members share information and skills across discipline boundaries (role release), allowing the special educator to embed therapeutic techniques into daily classroom routines rather than pulling the child out for isolated therapy sessions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

82. When adapting examinations for students with multiple disabilities, which of the following is NOT an appropriate or legally recognized accommodation under current Indian guidelines?
(A) Providing a trained scribe or reader to assist the student
(B) Allowing compensatory extra time (e.g., 20 minutes per hour) during examinations
(C) Excusing the student from the evaluation entirely and awarding them passing grades without any assessment of learning
(D) Providing alternative formats of questions, such as replacing complex diagrams with descriptive text for a visually impaired student with motor issues

83. The Universal Design for Learning (UDL) framework is essential for designing inclusive classrooms for students with multiple disabilities. What are the three core principles of UDL?
(A) 1. Single curriculum focus; 2. Standardized assessments; 3. Rigid seating arrangements.
(B) 1. Multiple means of Representation; 2. Multiple means of Expression; 3. Multiple means of Engagement.
(C) 1. Standard auditory lectures; 2. Visual presentation slides; 3. Written summative examinations.
(D) 1. Remedial special education; 2. Isolated classroom placement; 3. Mainstream social integration.

84. Tuberous Sclerosis Complex (TSC) can lead to multiple disabilities in school-aged children. Consider the following statements regarding TSC:
I. It is characterized by the growth of benign tumors (hamartomas) in the brain, skin, kidneys, and heart.
II. It is frequently associated with infantile spasms and refractory epilepsy.
III. It can result in intellectual disabilities and autism spectrum disorder.
IV. It is a progressive muscle-wasting disease that leads to loss of sensation in the feet.
Which of the above statements are correct?
(A) I and II only
(B) II and IV only
(C) I, III, and IV only
(D) I, II, and III only

85. Epilepsy is an associated condition frequently observed in students with cerebral palsy and multiple disabilities. Which type of seizure

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is characterized by a brief, sudden lapse of consciousness (often lasting only a few seconds) where the student appears to "stare blankly into space," sometimes mistaken for daydreaming?
(A) Absence (Petit Mal) Seizure
(B) Tonic-Clonic (Grand Mal) Seizure
(C) Myoclonic Seizure
(D) Atonic (Drop Attack) Seizure

86. A student cured of leprosy has permanent anaesthetic (loss of sensation) hands and feet. Which of the following adaptations should the special educator prioritize to ensure safety and comfort in the classroom?
(A) Forcing the student to write with heavy, sharp metal pens to stimulate damaged sensory nerve endings in the hands.
(B) Restricting the student from holding any physical objects and requiring them to rely entirely on oral responses.
(C) Inspecting classroom tools for sharp edges, insulating hot surfaces, and teaching daily visual self-inspections.
(D) Requiring the student to wear thick protective leather gloves during all academic and school leisure activities.

87. Multiple Sclerosis (MS) in adolescents and young adults is characterized by unpredictable, fluctuating symptoms. Which of the following statements is true regarding MS?
(A) MS causes fluctuating motor and sensory symptoms, muscle weakness, vision loss, fatigue, and cognitive delays.
(B) MS physical symptoms are completely static and never undergo any changes or fluctuations after they first appear.
(C) MS is characterized by a high, unmanageable systemic fever and skin rashes that persist continuously for months.
(D) MS only affects the bones of the lower extremities while leaving the central and peripheral nervous systems intact.

88. A student with Multiple Sclerosis experiences "cognitive fatigue." How does this impact their performance, and what is the appropriate pedagogical response?
(A) The student's IQ drops permanently during the afternoon, requiring the teacher to simplify content to a lower grade level.
(B) The student becomes combative and hyperactive, requiring the teacher to implement restrictive behavioral isolation.
(C) The student loses the physical ability to speak, requiring the teacher to transition them to sign language permanently.
(D) The student experiences mental exhaustion during sustained effort; the teacher should provide rest breaks and segment tasks.

89. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), of which India is a signatory, emphasizes that State Parties must ensure:
(A) The establishment of separate special schools for children with multiple disabilities to avoid mainstream contact.
(B) An inclusive education system at all levels directed to the full development of human potential and dignity.
(C) That children with severe locomotor disabilities are educated exclusively via home-based educational programs.
(D) The complete elimination of all academic standards and standardized testing for students in higher education.

90. When designing a sensory room in a resource center for students with profound multiple disabilities (including sensory-modulation issues), which design feature is most appropriate?
(A) Installing high-intensity fluorescent strobe lights and loud sirens to challenge the child's sensory integration.
(B) Keeping the room completely empty of all equipment and furniture while maintaining a state of total darkness.
(C) Providing dimmable lighting, tactile wall panels, bubble tubes, and floor mats for controlled sensory stimulation.
(D) Filling the space with complex electronic video games that require highly rapid and precise fine motor coordination.

91. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): For students with severe and multiple disabilities, academic concepts should be taught using "functional academics" embedded in daily living skills.
Reason (R): Students with severe multiple disabilities have significant limitations in generalizing abstract concepts from isolated worksheets to real-life environments.
(A) Both A and R are true and R is the correct explanation of A

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

92. When selecting and introducing an Augmentative and Alternative Communication (AAC) system for a non-verbal child with multiple disabilities (e.g., intellectual disability and severe cerebral palsy), which of the following practices is INCORRECT?
(A) Starting with complex, high-vocabulary abstract systems before assessing the child's symbolic understanding.
(B) Ensuring the communication system is highly portable and available across all school and home environments.
(C) Training all key communication partners including teachers, parents, and peers on how to model the system.
(D) Selecting target vocabulary symbols that are highly functional and motivating to the student's daily needs.

93. A student with multiple disabilities exhibits self-injurious sensory-seeking behaviors, such as head-banging or hand-biting, due to poor sensory integration. What is the most appropriate first step for the special educator?
(A) Immediately punishing the student verbally whenever the behavior occurs to suppress the target self-injury.
(B) Collaborating with an OT to conduct a sensory assessment and implement a sensory diet with alternative inputs.
(C) Restricting the student to a padded wheelchair with physical arm restraints during the entire school day.
(D) Ignoring the self-injurious behavior completely, assuming it will naturally disappear as the child grows older.

94. The Right to Education (RTE) Amendment Act, 2012 made a specific provision for children with "severe or profound multiple disabilities." What is this provision?
(A) They are excused from receiving any education and are referred directly to welfare departments.
(B) They have the right to opt for "home-based education" as a recognized path under the Act.
(C) They must be admitted to residential boarding schools outside their home state.
(D) They are exempt from the age limit of 6 to 14 years and can only start school after age 18.

95. The National Education Policy (NEP) 2020 emphasizes the creation of high-quality learning materials for children with disabilities. Which of the following is recommended for students with multiple disabilities, including visual and print disabilities?
(A) Developing materials in accessible digital formats (such as DAISY) and providing assistive technology.
(B) Photocopying all standard print textbooks to increase text size slightly to 110% of the original scale.
(C) Restricting all instructional materials to oral lectures to avoid the financial cost of physical adaptations.
(D) Requiring the families of students to purchase their own specialized textbooks from international markets.

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96. The "Principle of Partial Participation" is a key instructional strategy in Special Education. Which of the following best defines this principle?
(A) Allowing a student with multiple disabilities to attend the physical school building for only one hour per day.
(B) Excusing the student from physical tasks and allowing them to participate only in written summative evaluations.
(C) Allowing students to participate in parts of a task with adaptations, even if they cannot complete it independently.
(D) Restricting a student's active participation to classroom tasks that require no physical or motor coordination.

97. During a motor and joint assessment, a physical therapist explains to a special educator that a child presents with "rigidity" rather than "spasticity." How do these two terms differ in clinical and educational terms?
(A) Spasticity affects only the fine movements of the hands, while rigidity affects only the gross movements of the feet.
(B) Spasticity is a voluntary refusal to execute movements, whereas rigidity is an involuntary resting muscle tremor.
(C) Spasticity is characterized by low muscle tone (hypotonia), while rigidity is characterized by the absence of muscle.
(D) Spasticity is velocity-dependent resistance

48. What is the correct chronological sequence of stages in the rehabilitation and educational adaptation process for a child who has undergone an acquired upper-limb amputation?
(A) 1. Fitting of the prosthetic device; 2. Post-surgical wound healing and stump shaping; 3. Functional prosthetic training in classroom tasks; 4. Pre-prosthetic training (strengthening and desensitization).
(B) 1. Functional prosthetic training in classroom tasks; 2. Fitting of the prosthetic device; 3. Pre-prosthetic training (strengthening and desensitization); 4. Post-surgical wound healing and stump shaping.
(C) 1. Post-surgical wound healing and stump shaping; 2. Pre-prosthetic training (strengthening and desensitization); 3. Fitting of the prosthetic device; 4. Functional prosthetic training in classroom tasks.
(D) 1. Pre-prosthetic training (strengthening and desensitization); 2. Fitting of the prosthetic device; 3. Post-surgical wound healing and stump shaping; 4. Functional prosthetic training in classroom tasks.

49. Consider the following psychological and social challenges faced by an adolescent student with progressive Muscular Dystrophy:
I. Anxiety regarding the progressive loss of physical independence and motor control.
II. Social isolation due to physical barriers in peer group activities.
III. Depression related to prognosis and awareness of shortened life expectancy.
Which of the above represent critical psychosocial areas that must be addressed in the student's transition plan and school support services?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

50. When modifying a school science laboratory to accommodate a student who uses a manual wheelchair due to a Spinal Cord Injury, which of the following modifications is most effective?
(A) Moving the lab station to an isolated, separate room with low counters, apart from peer interaction.
(B) Instructing the student to sit at a high bench while assigning a peer helper to perform all tasks.
(C) Providing an adjustable lab table with adequate knee clearance and equipment within comfortable reach.
(D) Excusing the student from all hands-on lab work and grading them solely on written textbook reports.

51. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Many children with Spina Bifida Myelomeningocele require a clean intermittent catheterization (CIC) protocol during the school day.
Reason (R): Spina Bifida often results in a neurogenic bladder, causing an inability to empty the bladder naturally, which can lead to urinary tract infections and kidney damage if not systematically managed.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

52. When assessing a young child suspected of having Duchenne Muscular Dystrophy, clinicians and educators often observe "Gowers' sign." Which of the following describes this sign?
(A) The child's hands shake uncontrollably when attempting to grasp small objects.
(B) The child exhibits sudden, involuntary leg jerking when startled by loud sounds.
(C) The child is unable to look downward towards the floor without moving their neck.
(D) The child uses their hands to "walk up" their legs to rise from the floor to standing.

53. Under the Rights of Persons with Disabilities (RPWD) Act, 2016 (India), which of the following is specifically categorized under "Locomotor Disability"?
(A) Dwarfism
(B) Specific Learning Disability
(C) Multiple Sclerosis
(D) Autism Spectrum Disorder

54. According to the Harmonized Guidelines and Space Standards for Barrier-Free Built Environment for Persons with Disabilities and Elderly Persons, consider the following school design features:
I. Handrails installed at two heights (750 mm and 900 mm) along all ramps and corridors.
II. Tactile ground surface indicators (TGSI)

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ANSWERS

1. (D) A non-progressive lesion in the immature brain during early development
Cerebral palsy results from damage to the developing brain during pregnancy, birth, or shortly after. This brain injury is static, meaning the initial lesion does not worsen over time, unlike degenerative conditions. However, the physical manifestations may change as the child matures. It primarily affects motor control centers, disrupting the brain's ability to direct muscle movement and posture.

2. (C) Spastic Cerebral Palsy
Damage to the motor cortex or the pyramidal tracts within the central nervous system typically leads to spasticity. This condition is characterized by hypertonia and exaggerated deep tendon reflexes. The muscles appear stiff because the brain cannot effectively regulate the signals sent to them. It is the most common form of cerebral palsy, frequently resulting in restricted movement.

3. (A) Both A and R are true and R is the correct explanation of A
Positioning the hips in ninety degrees of flexion combined with slight abduction is a therapeutic intervention for children with spasticity. This specific posture helps to break up the dominant extensor patterns often seen in diplegia. By stabilizing the pelvis in a neutral or slightly flexed position, the child gains better trunk control, which facilitates improved use of the upper extremities.

4. (D) Athetoid Cerebral Palsy
Athetoid or dyskinetic cerebral palsy is characterized by fluctuating muscle tone and involuntary, purposeless movements. These writhing motions often increase during periods of stress or when the individual attempts purposeful activity, such as reaching for objects. This type of motor impairment results from damage to the basal ganglia, which is responsible for regulating and smoothing out voluntary muscle movements.

5. (A) High spasticity and contractures in the lower limb adductors
Ataxia is primarily a disorder of balance and coordination resulting from cerebellar damage. While individuals with this condition exhibit unsteady gaits and intention tremors, they generally possess low muscle tone rather than high spasticity. Severe contractures and hypertonicity in the lower limb adductors are hallmark signs of spastic cerebral palsy, not the shaky movements characteristic of the ataxic type.

6. (C) Using a non-slip seat mat and a pommel wedge to prevent forward pelvic sliding
Students who slide forward in their chairs often experience a posterior pelvic tilt, which negatively impacts their spinal alignment and upper body stability. Utilizing a non-slip mat provides necessary friction, while a pommel wedge maintains hip abduction and prevents the pelvis from migrating forward. These environmental modifications ensure a stable base of support, allowing the student to focus on handwriting.

7. (A) Carrying the child in a flexed sitting position across the adult's hip
When lifting a child with strong extensor spasticity, it is vital to utilize positions that inhibit abnormal reflex patterns. Carrying the child in a flexed sitting position across the adult's hip breaks up the rigid extension of the trunk and legs. This therapeutic handling technique promotes a more relaxed state, making the transfer safer for both the caregiver and child.

8. (D) Level I (Walks without limitations) to Level V (Transported in a manual wheelchair)
The Gross Motor Function Classification System provides a standardized framework for describing the functional abilities of children with cerebral palsy. Level I represents the highest level of independence, where individuals walk without restrictions. Conversely, Level V indicates the most severe limitations, where children have no independent mobility and must be transported in manual wheelchairs with extensive physical assistance and support.

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78. (B) To regulate special education training courses and maintain the Central Rehabilitation Register.
The Rehabilitation Council of India is the statutory body responsible for standardizing and regulating training programs for professionals in special education. It ensures that teachers and therapists have necessary qualifications to work with students who have various disabilities. By maintaining the Central Rehabilitation Register, the RCI monitors the quality of services and promotes professional accountability across the country's educational system.

79. (A) Screen Reader (e.g., NVDA) – Helps a student who is deaf and has a learning disability to hear spoken words better
Screen readers are designed primarily for individuals with visual impairments or print disabilities, as they convert text into spoken words. They would not be the primary tool for a student who is deaf, as that student would need visual rather than auditory output. This misunderstanding of assistive technology can lead to ineffective support; instead, a deaf student might benefit from captioning.

80. (C) It reduces natural exploration, leading to delayed motor milestones, limited vocabulary, and communication frustration.
Sensory input is the primary driver of early development. When a child has combined vision and hearing loss, their ability to naturally explore and learn from their surroundings is severely limited. This often leads to delays in motor milestones because they have less motivation to move. Furthermore, the lack of sensory feedback results in a restricted vocabulary and significant communication frustration.

81. (A) Both A and R are true and R is the correct explanation of A
In a transdisciplinary model, professionals from different fields work together closely. They share their expertise, allowing a special educator to implement physical or speech therapy techniques throughout the entire school day. This role release ensures that the child receives consistent support in a natural environment, which is more effective than isolated therapy sessions for students with severe and multiple disabilities.

82. (C) Excusing the student from the evaluation entirely and awarding them passing grades without any assessment of learning
Inclusive education guidelines require that all students be assessed, though the methods used must be adapted. Providing extra time, a scribe, or alternative formats are all recognized and legal accommodations in India. Excusing a student from all evaluations and awarding a passing grade without assessment is not an appropriate practice, as it fails to measure actual learning or student progress.

83. (B) 1. Multiple means of Representation; 2. Multiple means of Expression; 3. Multiple means of Engagement.
Universal Design for Learning is a framework aimed at making education accessible by providing flexibility in how information is presented, how students demonstrate knowledge, and how they are motivated. By incorporating these three principles, educators can create a more inclusive environment that accommodates the diverse learning needs of students with multiple disabilities, ensuring they have equal opportunities to succeed in class.

84. (D) I, II, and III only
Tuberous Sclerosis Complex is characterized by benign tumors in multiple organs and is often associated with severe epilepsy, intellectual disabilities, and autism. These features significantly impact a student's educational experience. Statement IV is incorrect because TSC is not a muscle-wasting disease. Understanding these clinical features is essential for developing an appropriate and supportive Individualized Education Programme for students with this disorder.

85. (A) Absence (Petit Mal) Seizure
Absence seizures are brief episodes of altered consciousness that can be easily missed in a classroom setting. The student may stop talking and stare blankly for a few seconds before immediately returning to their previous activity with no memory of the event. Because these seizures can occur many times daily, they can significantly disrupt a student's learning and require medical diagnosis.

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moves more slowly and provides a larger target. Providing a supportive chair ensures the student has the necessary postural stability to use their arms effectively, rather than struggling to maintain balance while standing.

18. (C) Providing left-handed loop scissors and securing the drawing paper with a clipboard or tape
To promote independence in a student with hemiplegia, the environment should be adapted to utilize their unaffected side. Left-handed loop scissors require less fine motor control than standard shears. Securing the paper with a clipboard or tape removes the need for two-handed stabilization, allowing the student to successfully complete the cutting task independently using their functional left hand during class.

19. (B) A clinical combination of spastic and athetoid or ataxic motor patterns in the same individual
Mixed cerebral palsy occurs when an individual displays clinical symptoms of more than one physiological type. This usually involves a combination of spasticity and dyskinetic movements, such as athetosis. It indicates that the brain damage is widespread, affecting multiple areas like the motor cortex and the basal ganglia. Managing this type requires a highly individualized approach to address varying muscle tone.

20. (D) Ensuring stable pelvic, trunk, and head alignment using adaptive seating
Postural stability is the foundation for all fine motor activities, including self-feeding. A student cannot effectively control their hands or coordinate mouth movements if their body is not properly supported. Ensuring stable alignment of the pelvis, trunk, and head through adaptive seating reduces the effort needed for balance. This allows the child to direct their energy toward the motor task.

21. (A) Both A and R are true and R is the correct explanation of A
The Symmetrical Tonic Neck Reflex is triggered by head movement; specifically, head extension in a prone position causes the arms to straighten and the legs to bend. This reflexive pattern disrupts the stability required for academic tasks like writing. Prolonged positioning that elicits this reflex can lead to fatigue and prevent the child from developing functional motor control needed for success.

22. (C) Monoplegia – Only one limb (usually an arm) is affected
Topographical classification describes which parts of the body are affected by the neurological condition. Monoplegia refers to the involvement of only a single limb, typically one arm. This is a relatively rare form of cerebral palsy. In contrast, diplegia primarily affects the lower limbs, while quadriplegia involves all four limbs and the trunk, often with significant involvement of the head.

23. (A) PT focuses on gross motor skills and mobility, while OT focuses on fine motor skills and daily activities.
In a school setting, physical therapists primarily address gross motor functions, including gait, balance, and large-scale mobility like walking or wheelchair use. Occupational therapists focus on fine motor skills required for school participation, such as handwriting and using classroom tools. They also work on activities of daily living, including dressing and feeding, to enhance the student's independence in school.

24. (D) I, II, III, and V only
Creating a barrier-free environment requires specific architectural standards to accommodate wheelchair users. This includes wide doorways and aisles, adjustable desk heights, and appropriately sloped ramps. Thick carpets are actually a barrier because they increase the rolling resistance for wheelchairs, making navigation difficult. Ensuring these physical standards are met allows students with locomotor disabilities to move freely throughout the school building.

25. (B) Using small, thin, double-sided worksheets that require precise finger grip to turn
Students with severe spasticity or poor grasp struggle with tasks requiring precise finger manipulation. Small, thin worksheets that are difficult to grip or turn create unnecessary barriers to learning. Instead, materials should be designed to be easily handled, such as using page-turner knobs or foam tubing on writing utensils. These modifications allow the student to focus on educational content.

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26. (C) Gross Motor Function Measure (GMFM)
The Gross Motor Function Measure is a standardized clinical tool specifically designed to evaluate changes in gross motor function in children with cerebral palsy over time. It assesses activities such as lying, rolling, sitting, crawling, and walking. Unlike norm-referenced tests, the GMFM is criterion-referenced, making it ideal for measuring individual progress and the effectiveness of various therapeutic interventions.

27. (D) II and III only
Therapeutic handling aims to normalize muscle tone and improve movement patterns. Slow, rhythmic rocking of the trunk and pelvis helps inhibit spasticity by providing calming sensory input. Additionally, gentle and prolonged stretching of tight muscle groups can temporarily increase the range of motion. Rapid or erratic movements are contraindicated, as they often trigger the stretch reflex and increase hypertonicity.

28. (A) Basal Ganglia
Athetoid or dyskinetic cerebral palsy is caused by damage to the basal ganglia, a group of structures deep within the brain that help initiate and regulate movement. This damage results in involuntary, uncontrolled motions and fluctuating muscle tone. Unlike spasticity, which originates in the motor cortex, athetosis presents as writhing movements that interfere with stability needed for classroom tasks.

29. (B) Orthoses should be worn continuously 24 hours a day without removal to completely immobilize joints.
Orthoses are therapeutic tools meant to support joints and prevent deformities, but they must be used according to a specific schedule. Wearing them continuously for twenty-four hours without removal is dangerous, as it can lead to severe skin breakdown and muscle atrophy. Regular breaks are necessary to inspect the skin for pressure sores and to allow for hygiene and range-of-motion.

30. (B) Decreased core stability, causing physical fatigue and reduced hand-eye coordination.
Proper seating is essential for students with physical disabilities to maintain an upright posture. If a chair is too large and the feet do not touch the floor, the student lacks a stable base, forcing them to use excessive effort to stay upright. This leads to rapid physical fatigue and significantly diminishes the fine motor control needed for classroom activities.

31. (A) Both A and R are true and R is the correct explanation of A
Regular movement is critical for students with limited mobility to maintain health and comfort. Changing positions every twenty to thirty minutes prevents the sustained pressure that leads to skin ulcers and helps inhibit the development of permanent muscle contractures. Furthermore, varied positioning provides different sensory perspectives of the classroom, which enhances the student's engagement and ability to participate effectively.

32. (C) A weighted Universal Cuff that holds a marker across the palm
A universal cuff is a simple, low-tech assistive device that fits around the palm and holds a pen or marker in place. For a student with spastic quadriplegia who cannot maintain a traditional grasp, this tool allows them to write or draw using larger arm movements. It bypasses the need for fine finger coordination, providing an immediate way to participate.

33. (D) Teaching independent living, community mobility, self-advocacy, and adapted vocational skills
As students with physical disabilities approach adulthood, the focus of the IEP should shift toward secondary transition planning. The primary goals involve preparing the student for life after school, including developing skills for independent living and community mobility. This includes vocational training tailored to their abilities and teaching self-advocacy skills, ensuring they can navigate the world as adults.

34. (C) I, II, III, and IV
A comprehensive evaluation for a child with cerebral palsy must address all aspects of their development. This includes assessing physical attributes like muscle tone and reflexes, as well as oral-motor skills for speech and feeding. Sensory screenings for vision and hearing are vital, as deficits are common. Finally, cognitive and academic assessments ensure the educational program is tailored to student needs.

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35. (B) Asymmetric Tonic Neck Reflex (ATNR)
The Asymmetrical Tonic Neck Reflex is particularly disruptive if it persists past the first few months of life. Because turning the head triggers an involuntary extension of one arm and flexion of the other, the child cannot easily roll over or bring their hands to the midline. This reflex prevents the development of the symmetrical trunk control and sitting balance.

36. (D) Provide speech-to-text software, frequent rest breaks, reduced written work, and power mobility options.
Duchenne Muscular Dystrophy is a progressive condition where muscle strength gradually declines. As Vikram experiences increased fatigue and difficulty with manual tasks, the IEP team must provide accommodations that reduce physical strain. Speech-to-text software and power mobility options allow him to maintain academic participation and independence without overexerting his weakening muscles. These supports focus on functional performance and well-being.

37. (A) An X-linked recessive disorder causing muscle degeneration due to absent dystrophin, mostly affecting boys.
Duchenne Muscular Dystrophy is a genetic disorder caused by a mutation on the X chromosome that prevents the production of dystrophin, a protein essential for muscle cell integrity. It primarily affects boys and is characterized by progressive muscle wasting and weakness, usually starting in the pelvic girdle. Over time, the condition leads to loss of ambulation and eventually affects breathing.

38. (C) Myelomeningocele
Myelomeningocele is the most severe form of spina bifida, where both the spinal cord and the protective meninges protrude through an opening in the spine. This often results in significant nerve damage, leading to paralysis and sensory loss below the level of the lesion. It is frequently associated with other complications, such as hydrocephalus and neurogenic bladder, requiring complex medical management.

39. (A) Monitoring the student for cognitive regression, a decline in IQ, and loss of speech
A spinal cord injury at the T10 level affects motor and sensory function in the lower body but does not typically impact brain function or intelligence. Therefore, monitoring for cognitive regression or loss of speech is unnecessary. Instead, the focus should be on physical accessibility, skin integrity through regular weight shifts, and managing bowel and bladder needs in the school setting.

40. (D) Headache, vomiting, lethargy, irritability, and changes in vision or squinting
A ventriculoperitoneal shunt is used to drain excess cerebrospinal fluid in children with hydrocephalus. If the shunt becomes blocked or infected, intracranial pressure increases rapidly. Warning signs include persistent headaches, vomiting, unusual irritability, and extreme lethargy. Special educators must be vigilant for these symptoms, as they indicate a medical emergency requiring immediate neurosurgical evaluation to prevent serious brain damage.

41. (A) Both A and R are true and R is the correct explanation of A
Because Duchenne Muscular Dystrophy is a progressive disease, a student's physical abilities can change significantly within a single school year. Frequent IEP reviews are essential to adjust seating, provide new assistive technologies, and modify academic expectations as muscle strength declines. Proactive planning ensures that the student always has the necessary supports in place to maintain their participation and academic access.

42. (C) Injury at T2 to T12 (Thoracic) – Full use of upper extremities; requires a wheelchair for mobility; may stand with braces
Individuals with spinal cord injuries between the T2 and T12 levels retain full control of their arms and hands because the cervical nerves remain intact. While they experience paralysis in the lower extremities and require a wheelchair for primary mobility, they may be able to stand or walk short distances with the help of extensive bracing and supportive assistive devices.

43. (D) Asymmetric flaccid paralysis and muscle atrophy with preserved sensory perception.
Poliomyelitis is a viral infection that attacks the motor neurons in the spinal cord, leading to muscle weakness and paralysis. The typical presentation is an asymmetric flaccid paralysis, meaning it may affect one leg more than the other, and the muscles appear limp and wasted. Crucially, the sensory nerves are not affected, so

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9. (B) I, II, and III
Cerebral palsy is often accompanied by various co-occurring clinical conditions due to the original brain injury. These include sensory deficits like strabismus or visual processing issues, a high prevalence of epilepsy, and significant oral-motor difficulties that affect swallowing and speech production. Addressing these associated conditions is essential for comprehensive educational and therapeutic planning to support the child's overall developmental health.

10. (C) Scissors Gait – Hypertonicity and severe spasticity in the hip adductor muscles
A scissors gait is frequently observed in individuals with spastic diplegia or quadriplegia. It is caused by severe hypertonicity and spasticity in the hip adductor muscles, which forces the legs to cross over each other like scissors during ambulation. This narrow base of support makes walking difficult and unstable, often requiring the use of assistive devices or surgical interventions.

11. (A) Both A and R are true and R is the correct explanation of A
Creating an effective Individualized Education Programme for a student with complex physical needs requires diverse expertise. A multidisciplinary approach ensures that academic goals are aligned with physical, occupational, and speech therapy objectives. Integrating these services allows the student to access the curriculum more effectively by addressing the motor and communication barriers that might otherwise hinder their educational progress in school.

12. (A) Head turning triggers arm extension on the face side and flexion on the other, disrupting writing.
The Asymmetrical Tonic Neck Reflex is a primitive reflex that should integrate in early infancy. If it persists, turning the head causes the arm on the face side to extend while the opposite arm flexes. This involuntary movement makes it extremely difficult for a student to maintain a midline position for writing or to coordinate hand-eye movements during various activities.

13. (B) Side-lying with head support and the upper leg flexed over a bolster
Side-lying is a therapeutic floor position that helps neutralize the effects of gravity on a child with severe spasticity. Using a bolster to flex the upper leg helps prevent the crossing of legs and reduces extensor tone. This position also brings the hands into the midline, facilitating better head control and social engagement with peers during group circle-time activities.

14. (B) I, II, and IV
Students with dyskinetic cerebral palsy often have significant involuntary movements that make standard keyboards impractical. Eye-gaze systems and single-switch scanning allow for communication without the need for precise hand coordination. These high-tech solutions leverage the student's cognitive strengths while bypassing physical limitations. Standard keyboards, even with modifications, are typically unsuitable for those with severe tremors or fluctuating muscle tone issues.

15. (A) National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act was specifically established to address the needs of these four categories. It focuses on providing legal guardianship, residential care, and community-based support services. This Act recognizes the unique challenges faced by individuals with cerebral palsy and ensures they receive targeted interventions and protection.

16. (C) ROM should be assessed by applying rapid, sudden force to stretch spastic muscles to their maximum limit.
Assessing range of motion in individuals with spasticity requires slow and gentle movements. Applying rapid or sudden force can trigger a stretch reflex, which increases muscle resistance and potentially causes pain or injury. Proper evaluation involves identifying both active and passive limits without causing distress. Understanding these limits is crucial for developing appropriate physical therapy goals and monitoring potential joint contractures.

17. (D) Using a larger, lightweight foam ball and letting the student sit in a supportive classroom chair
Effective inclusion involves modifying activities to allow for meaningful participation. Using a larger, lightweight foam ball makes catching easier for a student with motor delays, as it

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Because the muscles in the hips and thighs are weak, the child cannot rise from a sitting position on the floor using their legs alone. Instead, they use their hands to push against their knees and thighs to slowly walk into standing.

53. (A) Dwarfism
The Rights of Persons with Disabilities Act of 2016 expanded the definition of locomotor disability to include specific conditions that affect movement and stature. Dwarfism is explicitly categorized as a locomotor disability under this Act. This recognition ensures that individuals with restricted growth have access to the same legal protections and accommodations as those with other physical mobility impairments.

54. (C) I, II, III, and IV only
Mandatory barrier-free standards include various features to assist people with different disabilities. Dual-height handrails, tactile ground indicators, and fully accessible toilets are essential. Elevators must also be accessible with auditory and tactile cues. Fixed, heavy wooden desks are a barrier, as they cannot be adjusted to accommodate wheelchairs; therefore, flexible and movable furniture is required to ensure an inclusive environment.

55. (A) Lifting the student by pulling their arms from behind or applying direct pressure over the spinal lesion site.
When handling a child with spina bifida, it is crucial to avoid any direct pressure on the spinal lesion site, as the area remains highly sensitive. Additionally, lifting a child by their arms can cause shoulder dislocations, especially if they have low muscle tone. Proper technique involves supporting the trunk and pelvis to ensure safety and maintain correct body alignment.

56. (D) Providing a modified schedule to reduce travel, early class release to avoid crowds, and an accessible locker.
After an amputation, a student may experience significant fatigue as they adjust to using a prosthesis. Initial accommodations should focus on reducing physical demands. Allowing early release from class to avoid crowded hallways and modifying his schedule to minimize walking distances helps Rohan manage his energy levels. These supports allow him to focus on his academic transition without being physically overwhelmed.

57. (B) A specialized pressure-relieving gel or air seat cushion
For individuals with sensory loss in their lower extremities, the risk of developing pressure sores is extremely high because they cannot feel the discomfort of prolonged sitting. A specialized pressure-relieving cushion, such as one filled with gel or air, is essential. These cushions distribute the student's weight more evenly across the seating surface, reducing pressure on bony prominences and preventing tissue breakdown.

58. (C) The child experiences flaccid paralysis and muscle atrophy with fully intact tactile sensation.
Poliomyelitis specifically targets the motor neurons, leaving the sensory pathways of the nervous system unaffected. Consequently, a child with polio-induced paralysis will have no muscle control in the affected limbs but will retain a completely normal sense of touch and pain. This is a key diagnostic feature that distinguishes polio from other conditions like spinal cord injuries, where sensation is typically lost.

59. (D) It causes real physical pain that disrupts attention; the teacher should provide quiet breaks and sensory support.
Phantom limb pain is a documented neurological phenomenon where a person feels real pain in a limb that is no longer there. This discomfort can be distressing and can significantly disrupt a student's concentration and ability to learn. Teachers should acknowledge the validity of this pain and provide appropriate support, such as sensory breaks, to help the student manage their symptoms.

60. (A) A person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both
The legal definition of locomotor disability in India focuses on the functional impact of musculoskeletal or nervous system conditions. It describes the inability of an individual to perform specific activities related to moving themselves or objects. This broad definition encompasses various conditions, including cerebral palsy and amputations, ensuring that any person whose mobility is significantly restricted is covered under the protective Act.

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61. (A) Both A and R are true and R is the correct explanation of A
Weight shifting is a vital preventative health measure for wheelchair users with limited mobility. By periodically shifting their weight, the student allows blood to circulate to the skin and tissues that are compressed while sitting. This prevents ischemia, which causes tissue death. Teaching students to perform these shifts every thirty minutes is a critical part of their self-care during school.

62. (B) Restricting the student to acting as a permanent scorekeeper for all sports.
Inclusion in physical education means that students with disabilities should be active participants, not just observers. Restricting a student with an amputation to the role of scorekeeper is exclusionary and denies them the benefits of physical activity. Instead, teachers should adapt the rules or provide assistive devices so the student can participate in sports alongside their peers, promoting social integration.

63. (A) Breaking down the process into small, sequential, observable steps.
Task analysis is an instructional strategy that involves taking a complex skill, like putting on a brace, and breaking it down into smaller, manageable steps. By teaching each step in sequence, the educator helps the student with a physical disability master the task incrementally. This approach promotes independence in self-care and allows the teacher to identify where additional support is needed.

64. (C) I, II, and III only
Managing Duchenne Muscular Dystrophy in school requires a focus on conservation and accessibility. Energy conservation and assistive technology for writing are necessary because the disease causes progressive weakness. Planning for future wheelchair access is also vital due to predictable declines in ambulation. High-intensity resistance exercise is actually harmful for students with DMD, as it can accelerate muscle fiber breakdown.

65. (D) Folic Acid
Extensive medical research has proven that folic acid, a B-vitamin, plays a crucial role in the proper closure of the neural tube during early embryonic development. Taking folic acid supplements before conception and during early pregnancy can reduce the incidence of neural tube defects like spina bifida by up to seventy percent. This led to widespread recommendations for folic acid supplementation.

66. (C) Any combination of two or more disabilities defined under the PWD Act, 1995.
Under the National Trust Act of 1999, multiple disabilities are defined as the occurrence of two or more conditions specified in the original 1995 PWD Act in the same person. This includes combinations like blindness and locomotor disability. The Act recognizes that individuals with multiple challenges require specialized, integrated services and support systems that address their complex and overlapping needs.

67. (B) Extreme manifestation of cognitive decline and memory loss
Leprosy primarily affects the peripheral nerves and skin, leading to physical deformities and loss of sensation in the extremities and eyes. It does not cause cognitive decline or memory loss. The RPWD Act defines leprosy-cured persons based on these physical manifestations, ensuring that individuals with lingering nerve damage or deformities receive the necessary support to participate in economic activities and education.

68. (D) An autoimmune attack on central nervous system myelin, leading to demyelination and scarring.
Multiple sclerosis is an autoimmune disease where the body's immune system mistakenly attacks the protective myelin sheath that covers nerve fibers in the central nervous system. This process, called demyelination, causes inflammation and scarring, which disrupts communication between the brain and the body. This leads to a wide range of unpredictable symptoms, including muscle weakness, vision problems, and cognitive changes.

69. (A) Growth of benign tumors in multiple organs, causing seizures, intellectual deficits, and skin issues.
Tuberous Sclerosis Complex is a rare multi-system genetic disorder that causes non-cancerous tumors to grow in various parts of the body, including the brain and kidneys. In children, this often leads to significant neurological issues such as refractory epilepsy, intellectual disabilities, and behavioral challenges. The management of this condition requires a multidisciplinary approach

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to address the student's unique combination of needs.

70. (C) Placing a wooden spoon or solid object into the student's mouth to prevent them from biting their tongue
During a tonic-clonic seizure, it is a dangerous myth that you should place an object in the person's mouth. Doing so can cause broken teeth or oral injuries and may even block the person's airway. The correct response is to keep the student safe by clearing the area, cushioning their head, and turning them on their side once convulsing stops.

71. (A) Both A and R are true and R is the correct explanation of A
Children with combined hearing and vision loss cannot rely on typical distance senses to gather information. This lack of incidental learning means they must be taught using direct, hands-on, and tactile methods. Using concrete objects and tactile communication systems allows them to develop concepts. Without these specialized, multisensory instructional strategies, the world remains fragmented and confusing, hindering their cognitive development.

72. (D) Deaf-Blindness – Tactile Sign Language (Hand-over-hand signing) or Tadoma method
For individuals who are both deaf and blind, communication must rely on the sense of touch. Tactile sign language, where the person feels the signs being made by another's hands, or the Tadoma method, which involves feeling vibrations and facial movements, are specialized strategies. These methods provide a vital link to language and social interaction, bypassing lost auditory and visual channels.

73. (B) Active learning involves self-initiated actions on objects, while passive learning relies on physical manipulation by others.
Active learning for a student with severe multiple disabilities involves encouraging the child to initiate their own interactions with the world. Passive learning occurs when a caregiver or teacher moves the child's body without the child's engagement. The goal of special education is to maximize active learning, as it fosters independence, cognitive development, and a greater sense of agency in the student.

74. (C) I, II, III, and IV only
An ecological assessment focuses on how a student functions in real-world environments. It involves analyzing specific tasks required in settings like the home or community and evaluating the student's ability to perform those tasks. This information is then used to create functional IEP goals. Unlike standardized tests, an ecological approach provides a practical roadmap for meaningful instruction for students with disabilities.

75. (D) 1. Conduct transition assessments (interest, functional skills); 2. Develop post-secondary goals (employment, education, independent living); 3. Identify transition services and inter-agency linkages; 4. Design annual IEP objectives aligned with transition goals.
The transition planning process begins with a functional assessment of the student's interests and skills. Based on this data, long-term post-secondary goals are developed. Next, the team identifies necessary services and connects with outside agencies. Finally, specific yearly IEP objectives are written to build the skills needed. This structured approach ensures a successful transition from school to adult life.

76. (A) Using a tactile object schedule to signal upcoming transitions and establish a predictable daily routine.
For a student with deaf-blindness who struggles with transitions, a tactile object schedule provides a concrete and predictable way to understand the day's events. By touching a specific object associated with an activity, Aarav can anticipate what is coming next. This reduces anxiety and promotes independence, as he no longer has to rely on confusing verbal cues to navigate school.

77. (B) Training the peer tutor to provide structured prompts, practice, and praise under direct teacher supervision.
Peer tutoring is most effective when the tutor is specifically trained to support their classmate's learning rather than doing the work for them. In this structured model, the peer provides clear prompts, monitors student practice, and offers positive reinforcement. This interaction benefits both students: the student with disabilities receives individualized support, while the tutor develops empathy and leadership skills in school.

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the individual retains full feeling in paralyzed limbs.

44. (A) TLSO (Thoracic-Lumbar-Sacral Orthosis) – A wrist-hand splint designed to improve pen grasp
A Thoracic-Lumbar-Sacral Orthosis is a rigid body jacket used to support the spine and treat conditions like scoliosis, not a wrist-hand splint. Wrist and hand splints are specifically designed to improve grasp or prevent contractures in the upper extremities. Understanding the correct terminology for orthotic devices is important for educators when collaborating with therapists to ensure proper equipment use.

45. (B) Autonomic Dysreflexia
Autonomic Dysreflexia is a life-threatening condition that occurs in individuals with spinal cord injuries at or above the T6 level. It is usually triggered by a painful stimulus below the level of injury, such as a full bladder. The body responds with a massive sympathetic nervous system discharge, causing dangerously high blood pressure, severe headaches, and profuse sweating above the injury.

46. (B) To delay muscle contractures and maintain joint flexibility
In the early stages of Duchenne Muscular Dystrophy, the primary goal of physical management is to keep the muscles as flexible as possible. Using night splints and encouraging specific standing positions helps to delay the onset of joint contractures, particularly in the ankles and knees. Maintaining flexibility for as long as possible helps the child stay ambulatory and improves overall comfort.

47. (A) Regularly adjusting socket size and prosthetic length to accommodate bone growth and prevent skin breakdown.
As a child grows, their prosthetic limb must be adjusted to ensure it remains functional and comfortable. This includes enlarging the socket to accommodate the increasing size of the residual limb and lengthening the prosthesis to match the growth of the intact leg. Failure to make these adjustments can lead to pain, poor gait patterns, and skin breakdown in the school environment.

48. (C) 1. Post-surgical wound healing and stump shaping; 2. Pre-prosthetic training (strengthening and desensitization); 3. Fitting of the prosthetic device; 4. Functional prosthetic training in classroom tasks.
The rehabilitation process following an amputation follows a logical progression. First, the surgical site must heal and be shaped. Next, pre-prosthetic training focuses on strengthening the surrounding muscles and desensitizing the residual limb. Once the limb is ready, the prosthetic device is fitted. Finally, the student undergoes functional training to learn how to use the prosthesis for specific classroom tasks.

49. (D) I, II, and III
Adolescents with progressive muscular dystrophy face profound emotional and social hurdles. They must cope with the loss of physical control and the knowledge of a shortened lifespan, which can lead to significant anxiety and depression. Additionally, as physical barriers increase, they may experience social isolation from their peers. A comprehensive transition plan must include psychological support and inclusion strategies.

50. (C) Providing an adjustable lab table with adequate knee clearance and equipment within comfortable reach.
To ensure full inclusion in a science laboratory, a student using a wheelchair needs physical access to the workstations. Providing an adjustable-height table with sufficient space underneath for the wheelchair allows the student to get close enough to perform experiments. This modification enables the student to engage in hands-on learning alongside their peers, rather than being an isolated passive observer.

51. (A) Both A and R are true and R is the correct explanation of A
Many children with myelomeningocele have a neurogenic bladder, which means the nerves that control urination do not function properly. Clean intermittent catheterization is a necessary protocol to ensure the bladder is emptied regularly. This prevents the backup of urine, which can cause chronic infections and permanent kidney damage. Implementing this protocol in school is vital for the student's safety.

52. (D) The child uses their hands to "walk up" their legs to rise from the floor to standing.
Gowers' sign is a classic clinical indicator of proximal muscle weakness, most commonly associated with Duchenne Muscular Dystrophy.

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86. (C) Inspecting classroom tools for sharp edges, insulating hot surfaces, and teaching daily visual self-inspections.
For a student with permanent loss of sensation in their hands and feet, safety is the primary concern. They may not feel a cut or a burn, which can lead to serious infections. The teacher should ensure the classroom environment is safe by removing hazards and should teach the student to visually check their extremities for injury, promoting long-term health.

87. (A) MS causes fluctuating motor and sensory symptoms, muscle weakness, vision loss, fatigue, and cognitive delays.
Multiple sclerosis in young people is marked by its unpredictable nature, where symptoms can vary in severity over time. A student may experience periods of health followed by relapses where they face significant muscle weakness, vision loss, or cognitive difficulties. Understanding this fluctuation is vital for educators, as it requires a flexible approach to providing accommodations that can be adjusted.

88. (D) The student experiences mental exhaustion during sustained effort; the teacher should provide rest breaks and segment tasks.
Cognitive fatigue is a common symptom of multiple sclerosis where the brain becomes exhausted after periods of mental effort. This is not a reflection of the student's intelligence but rather a physiological consequence of the disease. To support the student, teachers should provide regular rest breaks and break large assignments into smaller segments. These strategies help the student maintain academic focus.

89. (B) An inclusive education system at all levels directed to the full development of human potential and dignity.
Article 24 of the UNCRPD states that children with disabilities have the right to an inclusive education system at all levels. This means they should be educated alongside their non-disabled peers in the same schools, with necessary supports and accommodations provided. India's commitment to this international treaty has driven many legislative changes aimed at making the general education system more accessible.

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90. (C) Providing dimmable lighting, tactile wall panels, bubble tubes, and floor mats for controlled sensory stimulation.
A sensory room is designed to provide controlled sensory stimulation for students who have difficulty processing sensory information. Dimmable lighting, tactile wall panels, and bubble tubes allow the educator to tailor the environment to each student's needs. This controlled setting helps students regulate their sensory systems, which can lead to improved focus, reduced anxiety, and better engagement in educational activities.

91. (A) Both A and R are true and R is the correct explanation of A
For students with severe and multiple disabilities, learning is most effective when it is tied to the activities they perform every day. Functional academics involve teaching skills like counting through a cooking task. This approach is necessary because these students often struggle with abstract reasoning and cannot easily apply what they learn on a worksheet to real-life situations in the community.

92. (A) Starting with complex, high-vocabulary abstract systems before assessing the child's symbolic understanding.
When introducing an augmentative communication system, it is essential to first assess the student's current level of symbolic understanding. Starting with complex or abstract symbols that the student does not comprehend will lead to frustration. Instead, the process should begin with simple, concrete objects or pictures that are motivating. This builds a foundation for communication and allows growth in linguistic complexity.

93. (B) Collaborating with an OT to conduct a sensory assessment and implement a sensory diet with alternative inputs.
Self-injurious behaviors in students with multiple disabilities are often a way for the child to seek sensory input or cope with overload. A special educator should work with an occupational therapist to determine the underlying sensory cause. By implementing a personalized "sensory diet," the team can provide the student with the input they need safely, thereby reducing self-injurious behaviors.

7. Active listening is a foundational skill for a school counselor. Which of the following behaviors is most representative of active listening?
(A) Preparing a list of solutions and advice while the student is speaking.
(B) Reflecting emotional content and paraphrasing cognitive content of the student's message to verify mutual understanding.
(C) Asking closed-ended questions continuously to direct the conversation toward specific facts.
(D) Documenting the conversation in detail during the session instead of maintaining eye contact.

8. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The general classroom teacher plays an indispensable role in the initial identification of students with special needs who require guidance and counselling.
Reason (R): Classroom teachers have continuous, direct observation of students' behavioral, academic, and social-emotional adjustments in naturalistic settings.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. Which of the following is NOT considered a core counselor competence or skill when working with exceptional children?
(A) Skill in utilizing multi-sensory and augmentative communication modes during interactions.
(B) Ability to collaborate effectively with special educators, parents, and clinical psychologists.
(C) Skill in modifying counseling techniques to match the cognitive and developmental level of the student.
(D) Competence in diagnosing complex neurological disorders and prescribing psychotropic medications.

10. A 10-year-old student with a Specific Learning Disability (Dyscalculia) has developed severe math anxiety, leading to somatic complaints (stomach aches) before math class and low self-esteem. As a special educator, what should be your immediate collaborative guidance intervention?
(A) Collaborate with the counselor to implement stress-reduction, cognitive restructuring, and adapt math using concrete manipulatives.
(B) Exempt the child from all mathematics assessments while maintaining regular instruction.
(C) Implement a behavior modification plan that rewards completion of standard math worksheets regardless of anxiety levels.
(D) Refer the child to a clinical setting to obtain a prescription for anxiety medication without academic modifications.

11. According to the Rehabilitation Council of India (RCI) Act 1992, which of the following is legally mandatory for any professional practicing as a Rehabilitation Psychologist or Guidance Counselor for persons with disabilities in India?
(A) A postgraduate or basic professional degree in general school administration and educational policy.
(B) Registration with the Rehabilitation Council of India in the Central Rehabilitation Register.
(C) A minimum of ten continuous years of clinical rehabilitation practice in a certified government hospital.
(D) An active and verified lifetime membership in a registered national teacher trade union organization.

12. Which of the following statements is INCORRECT regarding the basic principles of school guidance programs?
(A) Guidance is a continuous and lifelong process that extends beyond the classroom.
(B) Guidance is meant only for students who exhibit severe behavioral disorders or intellectual deficits.
(C) Guidance is student-centered and aims at self-understanding, self-direction, and self-realization.
(D) Guidance is a cooperative effort involving the student, parents, teachers, administrators, and specialists.

13. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Unconditional positive regard requires the counselor to accept and approve of all maladaptive, harmful, or destructive

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CHAPTER 13
Guidance and Counselling

1. Which of the following best defines the fundamental difference between guidance and counselling in the context of school education?
(A) Guidance is a clinical therapeutic intervention for severe disorders, whereas counselling is a generic, developmental, and instructional process.
(B) Guidance is preventive, developmental, and broad in scope, whereas counselling is specialized, remedial, and addresses deep-seated personal conflicts.
(C) Guidance is solely concerned with vocational placement and careers, whereas counselling is restricted to academic remedial instruction and tutoring.
(D) Guidance is an unstructured, informal peer-led support system, whereas counselling is a rigid, mandatory administrative and disciplinary procedure.

2. What is the primary aim of vocational guidance at the secondary school stage for students with disabilities?
(A) Placing the student in pre-determined vocational tracks without considering their academic potential.
(B) Focusing entirely on academic curriculum while ignoring any vocational or transition planning.
(C) Relying solely on standardized aptitude tests to assign students to specific career fields.
(D) Assisting the student in understanding their personal abilities, interests, and limitations to make highly realistic future career choices.

3. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): In a school setting, school counselors must exhibit high levels of empathy when working with children who have speech and language disorders.
Reason (R): Empathy allows the counselor to feel the exact physical pain of the client, thereby making the intervention clinically objective and highly detached.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Who among the following theorists introduced the Client-Centered (Non-Directive) approach to counselling, which emphasizes the three core conditions of empathy, unconditional positive regard, and congruence?
(A) Sigmund Freud
(B) B.F. Skinner
(C) Carl Rogers
(D) Albert Ellis

5. Consider the following statements regarding the conditions necessary and sufficient for therapeutic personality change in person-centered counseling:
I. Unconditional Positive Regard
II. Congruence or Genuineness
III. Empathetic Understanding
IV. Directive Behavioral Conditioning
Which of the above statements is/are correct?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

6. A school guidance program is organized around three major domains of student development. Which of the following represents these three domains?
(A) Cognitive rehabilitation, vocational placement, and physical therapy
(B) Crisis intervention, disciplinary management, and administrative tracking
(C) Peer tutoring, diagnostic testing, and physical education
(D) Academic development, career development, and personal-social development

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20. Which of the following pairs represents an INCORRECT match between the area of guidance and its specific focus in an inclusive school?
(A) Educational Guidance — Assisting students with developmental delays in choosing appropriate academic accommodations and subject streams.
(B) Personal Guidance — Helping a student cope with anxiety, low self-esteem, or social isolation.
(C) Administrative Guidance — Diagnosing physical and sensory impairments and prescribing medical rehabilitative aids.
(D) Vocational Guidance — Assisting students with intellectual disabilities in discovering transition pathways and sheltered employment opportunities.

21. When counseling a student with a profound Hearing Impairment who communicates primarily through Indian Sign Language (ISL), which of the following counselor accommodations is most critical?
(A) Utilizing a sign language interpreter, maintaining direct visual contact, and using prominent visual cues.
(B) Relying entirely on lip-reading by speaking slowly and at a highly elevated volume.
(C) Conducting the session in written format only to avoid external assistance.
(D) Restricting counseling sessions strictly to standard clinical psychiatric personality inventories.

22. Gerard Egan's "Skilled Helper" model is a widely recognized framework in school counseling. This model is structured around which three main stages?
(A) Clinical assessment, psychoanalytic interpretation, and behavioral modification.
(B) Goal identification, resource allocation, and program evaluation.
(C) Problem identification, therapeutic contracting, and client termination.
(D) Exploration of current situations, clarification of realistic positive goals, and action planning to achieve needed outcomes.

23. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The special educator should work in close collaboration with the school counselor rather than working in isolation.
Reason (R): Collaborative consultation maximizes resources, ensures consistency in IEP goal implementation, and addresses both the educational and socio-emotional needs of CWSN.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

24. Which of the following the primary goal of behavioral counseling when applied to children with developmental delays?
(A) Uncovering unconscious early childhood conflicts and repressed developmental traumas through clinical dream analysis and free association.
(B) Encouraging the child to develop abstract philosophical insights and deep intellectual cognitive reflections about their self-actualization.
(C) Replacing maladaptive behaviors with functional, adaptive behaviors through systematic reinforcement and environmental modifications.
(D) Restructuring the child's faulty cognitive belief systems and irrational schemas using rigorous Socratic dialogue and philosophical debate.

25. Consider the following scenarios regarding professional boundaries in school counseling:
I. Sharing confidential counseling session details with other students during classroom teaching.
II. Maintaining confidentiality except when there is a clear, imminent danger to the student or others.
III. Entering into dual relationships, such as charging money for private home tutoring of the counseling client.
IV. Keeping secure, objective, and accurate records of all counseling sessions.
Which of the above statements is/are a violation of ethical standards?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, III, and IV only

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behaviors of the student.
Reason (R): In person-centered therapy, the counselor must separate the value of the student as a human being from the evaluation of their specific behaviors.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

14. Which of the following pairs is correctly matched?
(A) Albert Ellis — Non-Directive Counseling
(B) Carl Rogers — Rational Emotive Behavior Therapy (REBT)
(C) E.G. Williamson — Directive Counseling
(D) F.C. Thorne — Classical Psychoanalysis

15. Consider the following functions of a comprehensive school guidance program in secondary schools:
I. Promoting career awareness and vocational exploration.
II. Supporting students in personal-social adjustment and identity formation.
III. Ensuring academic achievement by prescribing a uniform, rigid curriculum for all students.
IV. Facilitating smooth transition from school to higher education or vocational rehabilitation settings.
Which of the above statements is/are correct?
(A) I and II only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

16. What does "Congruence" mean on the part of the counselor in the therapeutic relationship?
(A) The counselor must maintain a highly professional, clinical, detached, and mask-like demeanor at all times during therapeutic sessions.
(B) The counselor must agree with and approve of everything the client says to avoid any therapeutic conflict or personal disagreement.
(C) The counselor's internal experiences and feelings are accurately matched by their external behavior and verbal expressions.
(D) The counselor matches their physical posture, breathing, and tone of voice exactly with those of the client to establish quick rapport.

17. The National Education Policy 2020 (NEP 2020) places significant emphasis on the physical and socio-emotional well-being of students. Which of the following structural provisions is recommended to address this?
(A) Hiring exclusive, highly trained armed security staff to strictly enforce school discipline, safety, and operational order.
(B) Integrating school counselors and special educators in school complexes to support mental health and inclusion.
(C) Eliminating the role of classroom teachers in the guidance and counselling process to avoid any professional role confusion.
(D) Delegating all student socio-emotional counselling duties entirely to digital online software and automated assessment tools.

18. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): A school counselor or special educator must readily make a referral to an external clinical specialist when a student's issues lie outside their professional competence.
Reason (R): Making a referral is an admission of clinical failure and reduces the school's credibility among parents and the community.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. In counseling communication, what is the primary distinction between "paraphrasing" and "reflection of feelings"?
(A) Paraphrasing restates the intellectual content of the student's message, while reflection of feelings mirrors the underlying emotional state.
(B) Paraphrasing is used only with high-functioning students, while reflection of feelings is used exclusively with intellectually disabled students.
(C) Paraphrasing requires written communication, while reflection of feelings is strictly non-verbal.
(D) Paraphrasing is a directive counseling technique, while reflection of feelings is an authoritarian technique.

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developmental means of resolving internal cognitive conflicts.

33. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Children with visible physical disabilities (such as Cerebral Palsy) are at a higher risk of developing a negative self-concept in a mainstream school setting.
Reason (R): Societal prejudices, environmental barriers, and the lack of peer acceptance can lead to internalized feelings of inadequacy and low self-worth.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

34. Self-concept and self-esteem are key psychological constructs. Which of the following statements accurately defines the distinction between them?
(A) Self-concept is the evaluative and emotional judgment of one's worth and personal capabilities, whereas self-esteem is the descriptive, neutral knowledge one has of oneself.
(B) Self-concept is entirely determined by inherited genetic factors, whereas self-esteem is shaped solely by external peer interactions and immediate social feedback.
(C) Self-concept remains completely static and unchanging throughout one's life, while self-esteem fluctuates on an hourly basis depending on environmental circumstances.
(D) Self-concept is the descriptive, cognitive picture of one's qualities and traits, whereas self-esteem is the evaluative, affective judgment of those qualities.

35. Consider the following variables in an inclusive school:
I. Accessible physical infrastructure (ramps, adaptive toilets) that supports independence.
II. Peer interactions and the presence of collaborative learning circles.
III. Teacher attitudes and the avoidance of pitying or patronizing language.
IV. The academic difficulty of standard textbooks.
Which of the above variables must a special educator analyze to assess their influence on the self-image of children with locomotor disabilities?
(A) I and II only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

36. According to Erik Erikson's theory of psychosocial development, which stage of development is characterized by the central crisis of seeking a coherent self-image and personal values, typically occurring during adolescence?
(A) Industry vs. Inferiority
(B) Autonomy vs. Shame and Doubt
(C) Identity vs. Role Confusion
(D) Initiative vs. Guilt

37. Carl Rogers postulated that psychological maladjustment occurs when there is a significant discrepancy between:
(A) The Real Self (as one currently is) and the Ideal Self (as one would like to be)
(B) The unconscious biological Id impulses and the highly restrictive moralistic Superego guidelines
(C) The direct biological chronological age and the assessed mental age of the exceptional child
(D) The external physical self-concept and the broader social self-concept in classroom environments

38. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): In developing autonomy in adolescents with moderate Intellectual Disability, the teacher should provide structured opportunities for choice-making.
Reason (R): Persons with intellectual disabilities are entirely incapable of making decisions or expressing preferences regarding their daily activities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. Which of the following teacher behaviors acts as a major barrier to the development of positive self-esteem in children with special needs?
(A) Setting highly realistic but challenging expectations and providing appropriate

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26. What is the tactical purpose of using open-ended questions during the initial phase of a counseling interview?
(A) To allow the student to express their concerns in their own words and establish a warm, trusting clinical rapport.
(B) To narrow down the student's options to speed up the session.
(C) To gather specific quantitative data for school records.
(D) To guide the student toward the counselor's preferred solution.

27. Who is historically credited with establishing the first systematic vocational guidance program in the United States, earning him the title of the "Father of the Vocational Guidance Movement"?
(A) Carl Rogers
(B) Frank Parsons
(C) John Dewey
(D) G. Stanley Hall

28. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Counselor-client confidentiality in a school setting is absolute and cannot be breached under any circumstances.
Reason (R): Trust is the cornerstone of the therapeutic relationship, and breaking confidentiality destroys the counselor's professional credibility.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. Which of the following is a common misconception about the nature of guidance and counselling services in schools?
(A) Counselling is only required by students who are mentally ill or present extreme disciplinary threats.
(B) Guidance is developmental, comprehensive, and systematically helps all students make transition choices.
(C) Every school teacher is actively involved in some specific aspect of the comprehensive guidance program.
(D) Guidance fundamentally aims to foster self-dependence and completely autonomous student decision-making.

30. A 9-year-old child with Attention Deficit Hyperactivity Disorder (ADHD) frequently disrupts the classroom by shouting out answers without raising their hand, struggling to stay seated, and losing school supplies. The class teacher labels the child as "deliberately mischievous." What is the most appropriate collaborative guidance response from the special educator?
(A) Advise the class teacher to implement strict disciplinary penalties for each disruption.
(B) Suggest transferring the child to a segregated special classroom to minimize disruption to peers.
(C) Conduct an FBA, implement a student self-monitoring checklist, and guide the class teacher on proactive sensory and behavioral classroom accommodations.
(D) Refer the family for external psychiatric evaluation to obtain a diagnosis before implementing classroom supports.

31. Counseling approaches can be categorized based on the level of counselor control. Which of the following options represents the correct classification of counseling approaches?
(A) Preventive, remedial, and crisis-oriented counseling approaches.
(B) Individual, group, and family-centered therapy modalities.
(C) Cognitive, behavioral, and psychoanalytic counseling frameworks.
(D) Directive (Counsellor-Centered), Non-Directive (Client-Centered), and Eclectic (Integrated and client-specific) approaches.

32. Frederick Charles Thorne is recognized for proposing the Eclectic approach to counselling. What is the fundamental tenet of Eclectic Counselling?
(A) Adhering strictly and exclusively to a single psychodynamic or behavioral theory regardless of the client's unique presenting problems.
(B) Allowing the client to direct the therapeutic process entirely without any active professional guidance or structured intervention from the therapist.
(C) Selecting and integrating therapeutic techniques from various counseling theories based on the unique personal needs of the individual client.
(D) Using intensive physical exercise regimens and strict nutritional therapy as the sole

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94. (B) They have the right to opt for "home-based education" as a recognized path under the Act.
The 2012 amendment to the Right to Education Act recognized that some children with severe multiple disabilities may not be able to attend a traditional school building even with accommodations. It granted these children the right to receive home-based education, ensuring they still have access to learning. This provision aims to ensure that no child is excluded from their educational rights.

95. (A) Developing materials in accessible digital formats (such as DAISY) and providing assistive technology.
The National Education Policy 2020 emphasizes using technology to make education more inclusive. For students with multiple disabilities, this includes creating materials in accessible digital formats like DAISY, which can be adapted to different sensory needs. Providing these flexible materials alongside necessary assistive technology ensures that students with various impairments can access the same curriculum as their non-disabled peers in school.

96. (C) Allowing students to participate in parts of a task with adaptations, even if they cannot complete it independently.
The principle of partial participation asserts that every student, regardless of the severity of their disability, should be involved in classroom activities. Even if a student cannot complete an entire task independently, they can still participate in specific parts with the help of adaptations. This approach focuses on immediate and meaningful inclusion in all school experiences rather than waiting for mastery.

97. (D) Spasticity is velocity-dependent resistance to movement, while rigidity is constant resistance throughout the ROM.
Both spasticity and rigidity are forms of hypertonia, but they manifest differently. Spasticity is velocity-dependent, meaning the muscle resistance increases the faster you try to move the joint. It is often caused by damage to the motor cortex. Rigidity is characterized by constant resistance throughout the entire range of motion, regardless of the speed. It is associated with basal ganglia damage.

98. (C) Diploma or B.Ed. in Special Education (MD)
To work as a qualified special educator for children with multiple disabilities in India, an individual must hold a specific professional qualification recognized by the Rehabilitation Council of India. A Diploma or B.Ed. in Special Education with a specialization in Multiple Disabilities provides necessary training in instructional strategies and therapeutic integration. This recognition ensures that educators have the professional skills required.

99. (B) An objective description of current cognitive, motor, communication, and self-help skills, with necessary supports.
The PLAAFP is the foundation of the IEP, as it describes the student's current strengths and needs across all functional areas. For a student with profound multiple disabilities, this section must be objective, covering their communication methods and motor abilities. This information is essential for setting realistic goals and for determining the specific supports the student will need to make progress.

100. (D) Mobilizing local resources to ensure inclusion, rehabilitation, and equal opportunities within the local community.
Community-Based Rehabilitation is an approach that focuses on providing services and support within their own local communities. Its primary goal is to ensure that individuals with locomotor and multiple disabilities have equal opportunities for education and social participation. By involving the entire community and using local resources, CBR aims to foster a more inclusive society where people are fully integrated.

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structural scaffolding to achieve them.
(B) Publicly comparing the academic progress of a child with learning disabilities to their typically developing peers.
(C) Implementing collaborative, cooperative learning strategies where every exceptional child has a well-defined classroom role.
(D) Encouraging self-advocacy by letting the child choose and test their preferred academic accommodation and learning tools.

40. "Self-advocacy" is an essential component of autonomy for students with disabilities. Which of the following represents a student demonstrating self-advocacy?
(A) The student silently and passively copying written notes from a classmate because they cannot clearly see the classroom blackboard.
(B) The student completely refusing to complete standard homework assignments and blaming the special educator for all their academic difficulties.
(C) The student politely requesting a seat in the front row and a large-print worksheet due to their low vision.
(D) The student relying entirely on their parents and external advocates to explain their basic learning needs to the school administration.

41. Which of the following pairs is correctly matched regarding the dimensions of self-esteem?
(A) Academic Self-Esteem — A student's subjective evaluation of their athletic abilities and physical coordination.
(B) Moral Self-Esteem — A student's perceived competence in school subjects like science and mathematics.
(C) Physical Self-Esteem — A student's personal feelings about their ethical conduct and adherence to moral values.
(D) Social Self-Esteem — A student's subjective evaluation of their relationships with peers and school teachers.

42. The Coopersmith Self-Esteem Inventory (CSEI) is designed to measure self-esteem across multiple subscales. Which of the following is NOT a subscale of the CSEI?
(A) Neurochemical Balance
(B) General Self-Worth
(C) Social Self-Peers
(D) School-Academic Skills

43. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Feedback provided by the teacher must be descriptive, specific, and effort-oriented rather than generic, praise-oriented, and ability-focused.
Reason (R): Effort-oriented feedback (e.g., "You worked very hard on this task") fosters a growth mindset and enhances resilient self-esteem, whereas ability-focused feedback (e.g., "You are so smart") can lead to fear of failure.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

44. Bernard Weiner's Attribution Theory explains how students' explanations for their academic success or failure influence their self-esteem and motivation. Which attribution style is most beneficial for sustaining the self-esteem of a student with learning difficulties?
(A) Attributing failure to stable, internal, and completely uncontrollable factors (e.g., 'I am naturally stupid and incapable').
(B) Attributing success to unstable, internal, controllable factors (e.g., 'I succeeded because of my effort and strategy').
(C) Attributing success purely to external, uncontrollable factors (e.g., 'The teacher gave me an extremely easy paper by mistake').
(D) Attributing failure entirely to global, unchangeable bad luck, cosmic alignment, or unfair structural testing conditions.

45. Consider the following instructional strategies for an inclusive classroom:
I. Differentiate tasks to ensure they are at the student's "Zone of Proximal Development."
II. Maximize opportunities for success by breaking complex tasks into smaller, manageable steps (Task Analysis).
III. Use cooperative learning structures where the child's strengths are highlighted.
IV. Implement competitive grading systems that highlight the rank order of students.
V. Provide specific, corrective, and private feedback rather than public criticism.
Which of the above statements is/are correct?
(A) I, II, III, and IV
(B) I, II, III, and V

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(C) II, III, IV, and V
(D) I, III, IV, and V

46. Urie Bronfenbrenner's Bioecological Systems Theory outlines multiple levels of environmental influence on child development. Which of the following systems represents the immediate face-to-face interactions (such as family, school, peers) that directly shape a child's self-esteem?
(A) Mesosystem
(B) Exosystem
(C) Microsystem
(D) Macrosystem

47. A student with a physical disability who possesses an "internal locus of control" is most likely to believe that:
(A) Their academic achievements are determined entirely by the leniency of the classroom teacher.
(B) External environmental barriers make any level of personal effort completely ineffective.
(C) Their future opportunities are fixed by their physical limitations rather than personal effort.
(D) Their success in life depends primarily on their own personal efforts, active choices, and adaptive coping strategies.

48. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Teaching emotional regulation skills to children with Autism Spectrum Disorder (ASD) directly supports their growth toward autonomy.
Reason (R): Children who can recognize their sensory triggers and use self-soothing or communication strategies are less dependent on constant adult intervention to manage their behavior.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. Which of the following developmental stages of Erik Erikson is INCORRECTLY paired with its psychosocial crisis and developmental age?
(A) Toddlerhood — Autonomy vs. Shame and Doubt
(B) Adolescence — Generativity vs. Stagnation
(C) Play Age — Initiative vs. Guilt
(D) School Age — Industry vs. Inferiority

50. A 14-year-old student with Visual Impairment is transitionally integrated into a mainstream high school. Although academically proficient, the student sits alone during lunch, refuses to participate in group work, and expresses feelings of helplessness, saying, "I will never fit in here." What is the most appropriate multi-tiered guidance intervention?
(A) Suggest returning the student to a segregated special school to prevent further emotional distress.
(B) Assign a full-time educational assistant to accompany the student during all social periods.
(C) Focus exclusively on academic performance and ignore the student's voluntary social withdrawal.
(D) Implement class-wide peer-sensitivity training, establish a student buddy system, and provide structured social skills counseling for the student.

51. In facilitating a child's transition from dependence on adult support to autonomy, what role should the special educator assume?
(A) A facilitator who scaffolds tasks, teaches self-determination, and gradually fades prompts as the child gains competence.
(B) A supportive caregiver who performs difficult tasks for the student to prevent frustration.
(C) An authority figure who demands immediate independent performance without providing temporary adaptations.
(D) A neutral observer who allows the student to struggle with tasks without offering structured guidance.

52. The Rosenberg Self-Esteem Scale (RSES) is one of the most widely used psychometric tools in guidance and counselling. Which of the following statements is true about this scale?
(A) It is a clinical projective test consisting of ten standardized inkblots designed to analyze subconscious personality traits and conflicts.
(B) It is an informal qualitative clinical interview structure designed exclusively for evaluating non-verbal children with special needs.
(C) It is a 10-item self-report scale that measures global self-worth using a standard Likert-scale format.
(D) It is an objective cognitive test designed

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exclusively to measure early sensory-motor intelligence and developmental milestones.

53. Which of the following social-cultural factors is most likely to hinder the healthy personality development of a girl child with a disability in rural Indian communities?
(A) Intersectionality of gender discrimination and disability stigma, leading to extreme social isolation and developmental neglect.
(B) Active and supported participation in community-based, highly inclusive vocational self-help groups and occupational training circles.
(C) Widespread availability of structured early intervention services and community-based rehabilitation programs for rural children.
(D) Robust legislative mandates guaranteeing completely free public education and comprehensive reservation pathways in higher education.

54. Self-Determination Theory (Deci & Ryan) identifies three basic psychological needs that must be satisfied to foster optimal growth, integrity, and well-being. What are these three needs?
(A) Physiological safety, emotional love, and social esteem
(B) Physical survival, personal power, and individual freedom
(C) Intellectual cognition, emotional affection, and behavioral conation
(D) Personal autonomy, individual competence, and social relatedness

55. Consider the following assessment methods for evaluating the self-concept of a student with a communication disorder:
I. Structured clinical interviews using Augmentative and Alternative Communication (AAC) systems.
II. Self-reporting scales with visual representations of Likert options (e.g., smiley faces).
III. Projective drawing techniques (e.g., Draw-A-Person test).
IV. Behavioral observations of social interactions across classroom and playground settings.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I, II, and IV only
(D) I, II, III, and IV

56. Emotional literacy is crucial for the development of self-esteem. What does emotional literacy primarily involve?
(A) Consciously suppressing all negative emotions like deep anger, fear, and sadness to constantly present an optimistic social persona.
(B) The highly advanced academic ability to read, analyze, and write emotionally charged creative poetry and classical literature.
(C) The ability to identify, understand, express, and manage one's own emotions, as well as empathize with others.
(D) Mastering the highly technical, clinical vocabulary of standard psychiatric diagnostic manuals and professional evaluations.

57. A child with a physical disability who repeatedly experiences failure, and whose parents consistently do everything for them, is likely to develop which of the following psychological conditions?
(A) Intellectual giftedness
(B) Pathological narcissism
(C) Hyperactivity
(D) Learned Helplessness

58. In Abraham Maslow's Hierarchy of Needs, where do "Esteem Needs" (the need for self-respect, confidence, achievement, and respect from others) fit?
(A) Above love and belongingness needs but below the need for self-actualization.
(B) Below safety needs but above physiological needs.
(C) At the absolute base of the pyramid as a primary survival need.
(D) They are classified as meta-needs and are completely separate from the hierarchy.

59. Albert Bandura defines "self-efficacy" as a person's belief in their ability to succeed in specific situations. Which of the following is the most powerful source of self-efficacy information for a student struggling with learning?
(A) Verbal persuasion from a teacher who tells them 'you can do it' without providing any structural scaffolding or actual support.
(B) Mastery experiences (experiencing success through scaffolded, independent performance of a task).
(C) Vicarious experiences of watching a highly gifted peer complete a complex academic task with absolute ease and minimal effort.

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uniquely positioned to notice deviations in academic performance, social interactions, or behavioral patterns. This continuous direct observation provides the necessary evidence to initiate professional guidance, counseling, or formal diagnostic referrals.

9. (D) Competence in diagnosing complex neurological disorders and prescribing psychotropic medications.
Counseling professionals in schools must possess various skills, such as adapting communication and collaborating with multidisciplinary teams. However, diagnosing complex neurological conditions or prescribing medications falls strictly within the domain of medical doctors and psychiatrists. School counselors and special educators focus on behavioral, educational, and emotional support rather than clinical medical diagnosis or pharmacological treatments for neurological disorders.

10. (A) Collaborate with the counselor to implement stress-reduction, cognitive restructuring, and adapt math using concrete manipulatives.
When a student with a learning disability experiences severe anxiety, a multi-faceted collaborative approach is required. This involves integrating psychological support, such as stress-reduction and cognitive restructuring, with pedagogical adjustments. Using concrete manipulatives helps make abstract mathematical concepts more accessible. This comprehensive intervention addresses both the emotional distress and the underlying academic challenge, fostering a more inclusive learning environment.

11. (B) Registration with the Rehabilitation Council of India in the Central Rehabilitation Register.
The Rehabilitation Council of India Act of 1992 mandates that any professional working in the field of rehabilitation and special education must be properly qualified and registered. This includes guidance counselors and psychologists specifically serving persons with disabilities. Registration in the Central Rehabilitation Register ensures that practitioners meet national standards for training, ethics, and professional conduct in India.

12. (B) Guidance is meant only for students who exhibit severe behavioral disorders or intellectual deficits.
A fundamental principle of school guidance is that it is universal and meant for all students, not just those with identified problems. It is a continuous, student-centered process aimed at self-discovery and personal growth throughout life. Effective programs involve cooperation between teachers, parents, and specialists to support every learner's academic, vocational, and personal development journey.

13. (D) A is false but R is true
Unconditional positive regard does not mean the counselor must approve of harmful or maladaptive behaviors. Instead, it involves valuing the student as a human being regardless of their actions. The counselor separates the individual's inherent worth from the evaluation of their specific conduct. This creates a safe space where the student can examine and change their behaviors.

14. (C) E.G. Williamson — Directive Counseling
E.G. Williamson is famously associated with the directive or counselor-centered approach, often known as the Minnesota Point of View. This model involves the counselor taking an active, diagnostic role in identifying student problems and recommending specific solutions. Other pairings, such as Carl Rogers with Rational Emotive Behavior Therapy, are incorrect because Rogers founded the non-directive, person-centered approach.

15. (B) I, II, and IV only
Secondary school guidance programs focus on promoting career awareness, supporting identity formation, and facilitating transitions to higher education or work. These functions help students navigate the complexities of adolescence and future planning. However, prescribing a uniform, rigid curriculum is not a function of guidance, as modern education emphasizes flexibility and differentiation to meet diverse student needs.

16. (C) The counselor's internal experiences and feelings are accurately matched by their external behavior and verbal expressions.
Congruence is a core condition in person-centered counseling where the counselor remains genuine and authentic. It means that the counselor's internal feelings and thoughts are accurately

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and presentations in the classroom.

(B) It replaces standard oral assessments with written tests to avoid peer interactions.

(C) It isolates the student during group projects to shield them from peer pressure.

(D) It creates a non-judgmental atmosphere where peers do not laugh at speech errors, encouraging the child to speak without fear of humiliation.

67. The Rights of Persons with Disabilities (RPWD) Act 2016 emphasizes vocational training and self-employment for persons with disabilities. Which of the following represents a key provision under Section 19 of this Act?

(A) Providing vocational training and loan facilities at concessional rates to support self-employment for persons with disabilities.

(B) Restricting vocational training and subsequent career development pathways entirely to traditional manual and rural crafts.

(C) Mandating that all certified persons with disabilities must work exclusively in specialized, segregated governmental factories.

(D) Exempting persons with benchmark disabilities completely from any form of professional training or academic certification requirements.

68. What is the current status of Guidance and Counselling services in the majority of Indian school systems, and how does it impact Inclusive Education?

(A) Almost every educational institution has a legally mandated, standardized counselor-to-student ratio of 1:50, fully fulfilling all current systemic needs.

(B) School counselors are legally and strictly banned from interacting with or counseling children who present with physical or sensory neurodevelopmental disabilities.

(C) There is a severe shortage of professional school counselors, which places a heavy burden on general teachers and special educators to handle student guidance.

(D) Guidance is fully and automatically integrated into advanced computerised curriculum platforms, making the hiring of human school counselors completely obsolete.

69. In an inclusive school, what is the major difference between "Supportive Counselling" and "Psychotherapy"?

(A) Supportive Counselling addresses current coping and stress, while Psychotherapy involves deep personality restructuring.

(B) Supportive Counselling is conducted exclusively by medical psychiatrists, whereas Psychotherapy is conducted by general classroom teachers.

(C) Supportive Counselling is strictly illegal under the RCI Act, whereas Psychotherapy is open to all school administrative staff and helpers.

(D) Supportive Counselling is highly clinical and medical in nature, whereas Psychotherapy is always informal, brief, and unstructured in schools.

70. The parents of a 5-year-old child recently diagnosed with Autism Spectrum Disorder (ASD) are experiencing intense stages of grief, starting with denial ("There is nothing wrong with my child, the doctors are wrong") and anger. As a special educator/counselor, what is your most appropriate family counselling approach?

(A) Agree with their denial to avoid conflict, delaying intervention services until they are ready.

(B) Confront the parents with diagnostic data and emphasize the negative consequences of delaying intervention.

(C) Refer them to an external family court if they refuse to sign the recommended IEP.

(D) Provide empathetic listening, validate their pain, and gently share objective information while introducing supportive parent networks.

71. When working with families of children with disabilities, counselors often refer to the adapted Kübler-Ross model of parental reactions. What is the typical sequence of stages parents may experience upon learning about their child's disability diagnosis?

(A) Acceptance of diagnosis, Anger, Bargaining with specialists, Denial, Shock

(B) Shock/Denial, Anger, Bargaining, Depression, Acceptance/Adaptation

(C) Bargaining with professionals, Acceptance, Shock, Depression, Anger

(D) Anger, Shock of discovery, Depression, Acceptance, Bargaining

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advocacy in a supportive environment.

Which of the above statements is/are correct?

(A) I, II, III, and IV
(B) I, II, III, and V
(C) II, III, IV, and V
(D) I, III, IV, and V

96. E.G. Williamson's Directive (Counsellor-Centered) counseling model is structured around six sequential steps. What is the correct chronological sequence of these steps?

(A) Synthesis, Analysis, Diagnosis, Counseling, Prognosis, Follow-up
(B) Analysis, Synthesis, Diagnosis, Prognosis, Counseling, Follow-up
(C) Diagnosis, Analysis, Synthesis, Prognosis, Counseling, Follow-up
(D) Counseling, Analysis, Synthesis, Diagnosis, Prognosis, Follow-up

97. Which of the following pairs is correctly matched regarding counselor skills?

(A) Paraphrasing — Mirroring the exact physiological physical posture, body language, and breathing rate of the client.
(B) Confrontation — Utilizing direct verbal aggression and clinical intimidation to force the client to confess mistakes.
(C) Interpretation — Silently and completely ignoring the client's verbal statements and writing down secret psychiatric clinical diagnostic codes.
(D) Summarizing — Pulling together key points of a counseling session to provide clear session structure and review progress.

98. Which of the following represents an ethical pitfall in school guidance programs?

(A) Sharing highly sensitive, personal counseling records with the entire school staff in an unencrypted group chat.
(B) Collaborating closely with parents and obtaining their informed written consent before conducting specialized clinical interventions.
(C) Maintaining highly objective, factual, precise, and chronological written progress records of all student guidance sessions.
(D) Utilizing culturally and socio-economically unbiased standardized assessment and evaluation tools during guidance counseling sessions.

99. Self-determination is a crucial outcome of successful transition planning. What does a "self-determined" individual possess?

(A) A deep personal belief that they are completely helpless and must rely on external caregivers for all daily decision-making.
(B) A highly demanding, hostile, and aggressive behavioral attitude that completely ignores the basic human rights of other peers.
(C) The ability to make personal choices, solve daily problems, actively self-advocate, and take complete control of their life.
(D) A complete and absolute lack of self-awareness regarding their personal academic strengths and cognitive developmental limitations.

100. Article 26 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) focuses on "Habilitation and rehabilitation." What does this mandate require State Parties to do?

(A) Organize, strengthen, and extend rehabilitation services and programs in health, employment, education, and social services.
(B) Confine all certified persons with benchmark disabilities in isolated clinical facilities to ensure they do not mix with general society.
(C) Limit the availability of all professional rehabilitation services strictly and exclusively to major metropolitan urban city centers.
(D) Restrict vocational training options for persons with disabilities entirely to unpaid voluntary services and manual labor roles.

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mainstream environments.
(B) Restricting the active entry and enrollment of children with intellectual disabilities into regular, mainstream private and public schools.
(C) Abolishing the professional post of school counselor, special educator, and rehabilitation specialist across all state-run institutions.
(D) Providing free books, learning materials, and assistive devices to students with benchmark disabilities up to the age of eighteen years.

79. Informal guidance can occur "within the classroom." Which of the following is an example of informal guidance within the classroom?
(A) Conducting a highly scheduled, standardized psychometric career interest inventory under strict, formal classroom examination conditions.
(B) Administering a highly formal, clinical psychological projection test during a multi-disciplinary IEP program review and assessment meeting.
(C) A teacher utilizing a spontaneous classroom discussion about friendship to guide a lonely student into active group conversation.
(D) Scheduling a routine weekly, clinical psychoanalytic therapy session with a certified and registered external medical psychotherapist.

80. "Informal guidance outside the classroom" can occur in which of the following scenarios?
(A) A highly structured, diagnostic medical assessment of visual acuity performed by an optometrist in a clinical darkroom.
(B) A special educator talking to a student during the lunch recess to help them resolve a playground conflict.
(C) An official administrative meeting of board members to decide school financial budgets, operational costs, and staff salaries.
(D) A formal, high-stakes written terminal academic examination conducted under strict monitoring in the main school hall.

81. Person-Centered Transition Planning (PCP) is a collaborative process designed to facilitate a student's transition from school to adult life. Who is the most important member of the PCP team?
(A) The school principal
(B) The medical superintendent of the local hospital
(C) The clinical research psychologist
(D) The student with a disability themselves

82. Sociometry is an informal assessment tool used in group guidance. What is the primary purpose of a sociometric assessment?
(A) To map and analyze the patterns of social relationships, attractions, and repulsions within a classroom group.
(B) To measure, score, and grade a student's mathematical, quantitative, and spatial reasoning abilities under testing conditions.
(C) To determine the precise biological and genetic basis of an exceptional child's underlying neurological condition.
(D) To calculate the complex statistical Pearson correlation coefficient between chronological age and physical child height.

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83. Which of the following is NOT an effective strategy when conducting supportive counselling for families of children with profound multiple disabilities?
(A) Empathizing with their constant emotional exhaustion and fully validating their overall daily caregiver burden.
(B) Connecting the family with local community respite care services and state-funded financial assistance programs.
(C) Blaming the parents for the child's disability and demanding they change their lifestyle completely.
(D) Collaborating on highly realistic, home-based developmental goals that can be seamlessly integrated into daily family routines.

84. In an inclusive classroom, what is the role of peer tutoring and peer-mediated interventions in supporting the social-emotional development of a child with an Intellectual Disability?
(A) It fosters positive social interactions, reduces isolation, builds empathy, and reinforces the self-esteem of both students.
(B) It encourages the typically developing peer to act as a highly strict examiner who reports all behavioral mistakes directly to the principal.
(C) It completely replaces the special educator, allowing the educational school system to run smoothly without any paid professional staff.
(D) It actively isolates the student with special needs from the rest of the class, preventing

them from participating in typical lessons.

85. Consider the following responsibilities of a Special Educator/Counselor regarding vocational guidance in transition planning:

I. Conducting transition assessments to determine the student's vocational interests, strengths, and support needs.

II. Collaborating with local vocational training institutes and community employers.

III. Informing parents about government reservation policies and welfare schemes for employment.

IV. Guaranteeing a high-paying executive job for every student regardless of their training or interest.

Which of the above statements is/are correct?

(A) I and II only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

86. Under what circumstances might a "Laissez-Faire" leadership style be appropriate during a group guidance session?

(A) During the initial forming stage of group development when the participants are highly anxious and require clear professional structure.
(B) When the group consists of highly mature, self-directed, and collaborative members brainstorming creative solutions.
(C) During an acute behavioral or emotional crisis situation where immediate physical safety and classroom order are seriously threatened.
(D) When the professional counselor explicitly wishes to avoid taking any personal or clinical responsibility for the group's performance.

87. Which of the following pairs is correctly matched regarding counselling types?

(A) Child-Centred Counselling — The counselor takes absolute control, directs all classroom tasks, and focuses purely on behavioral deficits.
(B) Family Counselling — Counselling conducted strictly and exclusively with sibling groups to completely exclude parental interference and control.
(C) Supportive Counselling — A therapeutic approach aimed at stabilizing emotional functioning, reinforcing coping, and providing safety.
(D) Vocational Counselling — Counselling focused entirely on exploring and resolving early childhood psychosexual traumas and developmental fixations.

88. Under the Rehabilitation Council of India (RCI) guidelines, which of the following is considered an ethical violation for a special educator/ rehabilitation counselor?

(A) Maintaining highly accurate, secure, and detailed records of all student developmental progress and targeted therapeutic interventions.
(B) Promoting highly inclusive, peer-mediated educational practices and implementing universal design for learning principles across schools.
(C) Participating actively in standard multidisciplinary individual education programme (IEP) team meetings and collaborative consultations.
(D) Providing diagnostic and counseling services for which they have not received certified training or RCI registration.

89. In Child-Centred Counselling, what is the primary purpose of the counselor's non-judgmental acceptance of the child's play and verbal expressions?

(A) To build a secure alliance where the child feels safe to explore and express their true self-image without fear of rejection.
(B) To let the child do absolutely whatever they want during the session, including actively destroying school property and testing equipment.
(C) To systematically gather concrete behavioral evidence of misconduct in order to report these infractions directly to the parents.
(D) To clearly demonstrate the counselor's completely passive, indifferent, and uncaring professional attitude toward the child's issues.

90. A 17-year-old student with moderate Intellectual Disability is preparing to transition out of secondary school. The student's parents insist that they must enroll in a standard theoretical college course, while the student's transition profile shows high aptitude and interest in culinary vocational skills. What is the most appropriate collaborative counseling strategy?

(A) Force the student to enroll immediately in the theoretical college course and complete

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all standard academic assignments to satisfy the parents' direct wishes.

(B) Conduct supportive family counselling to help the parents accept the cognitive profile, present vocational data, and advocate for culinary training.

(C) Advise the parents to let the student stay at home permanently without any occupation, vocational training, or social interaction to completely avoid stress.

(D) Tell the student directly that their career interests are highly unrealistic and that they must fully conform to their parents' academic expectations.

91. When parents of a child with a chronic physical disability exhibit "overprotection," how does this parental attitude impact the child's development of autonomy?

(A) It accelerates the child's physiological motor coordination, functional physical independence, and complex daily self-care skills in the home environment.

(B) It restricts the child's opportunities to explore, solve problems, and experience natural consequences, reinforcing dependency and lowering self-esteem.

(C) It actively fosters exceptional student self-advocacy skills, emotional resilience, and a highly functional internal cognitive locus of control.

(D) It has absolutely no measurable, observable, or long-term statistical impact on the child's social-emotional or overall personality development.

92. Which of the following statements is INCORRECT regarding vocational guidance tools used for persons with disabilities?

(A) Standardized psychometric tests must be the sole criteria for determining career paths, with no consideration for student preferences.

(B) Standardized vocational interest inventories may need to be structurally adapted, translated, or read aloud for students with severe sensory impairments.

(C) Job-task analysis is systematically used to break down complex vocational work demands and identify necessary environmental or tool accommodations.

(D) Situational vocational assessment involves continuously observing and recording the student's performance in actual or highly simulated work environments.

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93. Samagra Shiksha, an overarching programme for the school education sector, emphasizes which of the following regarding guidance, counseling, and special education?

(A) Establishing completely separate, highly segregated physical counseling units for CWSN entirely outside the mainstream inclusive school premises.

(B) Excluding all counseling and guidance services from public school budgets to focus school resources entirely on building physical infrastructure.

(C) Supporting a holistic student well-being approach by funding school counselors, special educators, and teacher socio-emotional training.

(D) Restricting special educators exclusively to administrative paperwork and completely excluding them from providing any direct therapeutic support.

94. Peer counseling in an inclusive school setup involves training selected typically developing students to provide basic support to their peers. What is a key benefit of peer counseling?

(A) Peer counselors can accurately diagnose complex clinical psychiatric and developmental disorders in school settings.

(B) Peer counselors can completely replace certified, professional school counselors and licensed clinical psychologists.

(C) It directly and significantly reduces the daily academic lecturing workload, exam grading duties, and lesson planning of the general classroom teacher.

(D) Students often feel more comfortable sharing their concerns with peers than with adult authority figures, fostering a supportive climate.

95. Consider the following potential therapeutic benefits of group guidance for students with sensory impairments:

I. Developing social communication and interaction skills in a structured peer group.

II. Sharing coping strategies for dealing with societal barriers and stigma.

III. Realizing that their emotional challenges are shared by others (universality).

IV. Completely curing their sensory impairment through group dynamics.

V. Practicing assertive communication and self-

72. Which of the following is a primary tenet of the "Family-Centered" approach to counselling in early intervention?
(A) The child is viewed as a completely isolated unit, and developmental counselling is directed solely at correcting specific behavioral deficits.
(B) The professional counselor assumes complete administrative authority and clinical control over the family's daily routine and domestic decisions.
(C) The family is recognized as the constant in the child's life, requiring interventions to support and empower the entire family system.
(D) Parents are kept strictly and legally out of the clinical rehabilitation planning process to avoid any personal or professional interference.

73. Which of the following pairs is correctly matched regarding group leadership styles in group guidance sessions?
(A) Authoritarian Style — The leader acts as a facilitator, encourages group discussion, and shares decision-making with members.
(B) Democratic Style — The leader maintains absolute control, directs all activities, and discourages interaction between members.
(C) Transactional Style — The leader ignores all rules and focuses entirely on spiritual healing.
(D) Laissez-Faire Style — The leader provides minimal direction, allowing the group to function with complete freedom.

74. Bruce Tuckman proposed a model of group development stages. What is the correct chronological sequence of these stages?
(A) Norming, Storming, Forming, Performing, Adjourning
(B) Forming, Storming, Norming, Performing, Adjourning
(C) Storming, Forming, Performing, Norming, Adjourning
(D) Performing, Norming, Storming, Forming, Adjourning

75. Consider the following aspects of group guidance in an inclusive classroom:
I. Communicational barriers for students with hearing or speech impairments within a large group.
II. Wide variance in cognitive processing speeds, requiring careful pacing of group activities.
III. Maintaining strict confidentiality when multiple students are present in the same group.
IV. Managing behavioral outbursts of children with ADHD or emotional-behavioral disorders without alienating them.
V. The low cost-effectiveness of group guidance compared to individual therapy.
Which of the above statements is/are correct?
(A) I, II, III, and IV
(B) I, II, III, and V
(C) II, III, IV, and V
(D) I, III, IV, and V

76. In transition planning for a 16-year-old student with moderate Intellectual Disability, what should be the primary focus of vocational guidance within the Individualized Education Programme (IEP)?
(A) Conducting job-task analysis, matching student interests, and training in functional living and social-occupational skills.
(B) Preparing the student for highly competitive, advanced national academic examinations in theoretical physics and mathematics.
(C) Restricting transition training exclusively to standard, school-based classroom academic worksheets and desk activities.
(D) Requiring the student to sit silently and quietly in a designated transition room without any external community exposure.

77. Which of the following statements is INCORRECT regarding group dynamics in a school group guidance session?
(A) Peer feedback can be a powerful tool for modifying social behaviors.
(B) The cohesiveness of the group influences how safe students feel to express themselves.
(C) Group guidance is an effective alternative for resolving deep-seated, acute personal psychiatric trauma.
(D) Universality—the realization that "I am not alone in my struggles"—is a therapeutic benefit of group sessions.

78. Section 16 and 17 of the RPWD Act 2016 focus on inclusive education. Which of the following is a mandated duty of the government under these sections?
(A) Segregating all children with physical disabilities into clinical residential institutions and denying them entry to

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ANSWERS

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1. (B) Guidance is preventive, developmental, and broad in scope, whereas counselling is specialized, remedial, and addresses deep-seated personal conflicts.
Guidance is a comprehensive, preventive process designed to help all students navigate developmental milestones and academic choices. It encompasses a broad range of instructional activities. In contrast, counseling is a more specialized, clinical, and remedial intervention. It focuses on addressing specific personal conflicts, emotional distress, or deep-seated psychological issues through a professional, therapeutic relationship.

2. (D) Assisting the student in understanding their personal abilities, interests, and limitations to make highly realistic future career choices.
Vocational guidance at the secondary stage for students with disabilities prioritizes self-awareness and realistic career planning. It involves evaluating an individual's specific cognitive abilities, physical strengths, and personal interests. By understanding their unique limitations alongside their potential, students can make informed decisions about transition pathways and employment opportunities that align with their functional capabilities.

3. (C) A is true but R is false
Empathy is a fundamental requirement for counselors working with children who face speech and language challenges. It involves understanding the student's internal frame of reference and emotional frustrations. However, empathy does not mean feeling the client's exact physical pain or maintaining a detached, clinical distance. Instead, it requires being emotionally present while remaining objective enough to provide effective support.

4. (C) Carl Rogers
Carl Rogers developed the person-centered approach to counseling, shifting the focus from the therapist's authority to the client's internal experience. This non-directive method is built on three core therapeutic conditions: empathy, unconditional positive regard, and congruence. By providing this supportive environment, the counselor helps individuals tap into their innate potential for self-actualization and personal growth.

5. (B) I, II, and III only
In person-centered therapy, the core therapeutic process depends on specific counselor-offered conditions. Unconditional positive regard involves accepting the client without judgment, while congruence ensures the counselor is authentic and genuine. Empathetic understanding allows the counselor to perceive the client's world accurately. These three elements are considered both necessary and sufficient for facilitating significant therapeutic personality change.

6. (D) Academic development, career development, and personal-social development
A comprehensive school guidance program is systematically organized into three primary domains to ensure holistic student growth. Academic development focuses on learning strategies and educational success. Career development assists students in exploring vocational paths and transitions. Personal-social development addresses emotional well-being, interpersonal relationships, and self-awareness. Together, these domains provide a framework for supporting every student's overall maturation.

7. (B) Reflecting emotional content and paraphrasing cognitive content of the student's message to verify mutual understanding.
Active listening is a crucial communication technique where the counselor demonstrates full engagement with the student. It involves more than just hearing words; it requires reflecting the emotional tone and paraphrasing the factual information shared by the student. This practice ensures that the message is understood correctly, validates the student's feelings, and builds a strong, trusting therapeutic rapport.

8. (A) Both A and R are true and R is the correct explanation of A
Classroom teachers are vital in the initial identification of students who may have special needs. Because they observe children daily in a naturalistic educational setting, they are

(D) Physiological arousal and high anxiety states felt immediately before attempting a challenging and unfamiliar learning task.

60. Which of the following statements is INCORRECT regarding the development of self-concept in children?
(A) Self-concept is multidimensional and becomes increasingly differentiated as the child matures.
(B) Peer comparison has minimal influence on the self-concept of middle school children.
(C) Significant others (parents, teachers, peers) serve as "social mirrors" that shape self-concept.
(D) Early childhood self-concept is highly concrete, focusing on physical attributes and active play.

61. Cognitive distortions can lead to low self-esteem in exceptional children. Which of the following represents the distortion of "Overgeneralization"?
(A) A student with Dysgraphia believing, 'Because I failed today's spelling quiz, I am a complete failure and will never pass any subject.'
(B) A student actively acknowledging they need extra time for writing but feeling highly confident in their overall verbal academic abilities.
(C) A student consistently attributing their successful performance on a project to their own rigorous preparation and intensive hard work.
(D) A student proactively seeking detailed, constructive feedback from the classroom teacher to steadily improve their subsequent assignments.

62. Charles Horton Cooley's concept of the "Looking-Glass Self" states that:
(A) Self-esteem and general personality traits are determined entirely by genetic inheritance and neurological brain structures.
(B) Children should spend significant amounts of time looking in mirrors to systematically improve their personal body image.
(C) Our self-image is formed through our perception of how others view and evaluate us.
(D) Self-concept is developed almost exclusively by closely imitating the physical motor movements of prominent adult role models.

63. What is the fundamental difference between a deficit-based model and a strength-based model of guidance and counseling for exceptional children?
(A) The deficit-based model is used only in medical settings, whereas the strength-based model is used only in educational settings.
(B) The deficit-based model focuses on diagnosing genetic conditions, whereas the strength-based model focuses on family counseling.
(C) There is no practical or operational difference between the two models in a school setting.
(D) The deficit-based model focuses on clinical labeling, while the strength-based model builds upon the child's existing capabilities and personal interests.

64. According to Leon Festinger's Social Comparison Theory, in an inclusive classroom, children with learning difficulties are likely to compare themselves with their classmates. What is a critical pedagogical implication of this theory?
(A) Grouping students strictly by academic ability to minimize differences between peers.
(B) Restricting group activities to prevent students from comparing their academic progress.
(C) Fostering a classroom environment that celebrates individual progress and mastery over public performance-oriented comparison.
(D) Limiting direct academic feedback to private channels while avoiding peer collaboration.

65. Consider the following focus areas for a student with a mild intellectual disability:
I. Self-monitoring and self-evaluation techniques.
II. Goal-setting and action planning.
III. Complete reliance on a teacher's constant verbal prompts.
IV. Problem-solving and coping strategies.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I, II, and IV only
(D) I, II, III, and IV

66. How does creating "psychological safety" in the classroom support the self-esteem of a child with an Articulation Disorder?
(A) It exempts the child from all oral participation

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reflected in their outward behavior and verbal expressions. This transparency helps build trust, as the client perceives a sincere person rather than a professional persona or a detached, clinical mask.

17. (B) Integrating school counselors and special educators in school complexes to support mental health and inclusion.
The National Education Policy 2020 emphasizes a holistic approach to student development by addressing both physical and socio-emotional well-being. To achieve this, it recommends the integration of professional school counselors and special educators within school complexes. These specialists provide essential mental health support and inclusive practices, ensuring that students with diverse needs receive appropriate guidance and care.

18. (C) A is true but R is false
Making a referral to an external specialist is a mark of professional integrity and competence when a student's needs exceed the counselor's expertise. It ensures the student receives the most appropriate care. Referrals are not admissions of failure; rather, they reflect an ethical commitment to the student's welfare and a clear understanding of professional boundaries within schools.

19. (A) Paraphrasing restates the intellectual content of the student's message, while reflection of feelings mirrors the underlying emotional state.
Paraphrasing is a communication skill where the counselor restates the factual or cognitive part of the student's message to confirm understanding. Reflection of feelings, however, involves identifying and mirroring the underlying emotions expressed or implied by the student. Both techniques are essential for active listening, but they focus on different aspects of the student's communication during a session.

20. (C) Administrative Guidance — Diagnosing physical and sensory impairments and prescribing medical rehabilitative aids.
Administrative guidance typically involves school management, policy, and organizational tasks. Diagnosing physical or sensory impairments and prescribing medical aids is a clinical or medical function performed by healthcare professionals, not an administrative one. In an inclusive school, educational guidance focuses on accommodations, while vocational guidance explores career pathways, and personal guidance addresses social-emotional well-being.

21. (A) Utilizing a sign language interpreter, maintaining direct visual contact, and using prominent visual cues.
Effective counseling for a student with profound hearing impairment who uses Indian Sign Language requires specific communication accommodations. The counselor must ensure direct visual contact and use visual cues to facilitate understanding. Utilizing a qualified sign language interpreter is often necessary to bridge the communication gap, allowing the student to express their thoughts and feelings accurately within the therapeutic environment.

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22. (D) Exploration of current situations, clarification of realistic positive goals, and action planning to achieve needed outcomes.
Gerard Egan's Skilled Helper model provides a three-stage framework for the counseling process. The first stage involves exploring the client's current situation and challenges. The second stage focuses on helping the client clarify realistic, positive goals for change. The third stage involves developing specific action plans and strategies to achieve those desired outcomes and improve the situation.

23. (A) Both A and R are true and R is the correct explanation of A
Collaboration between special educators and school counselors is essential for the holistic development of children with special needs. This partnership ensures that both academic goals in the Individualized Education Programme and social-emotional needs are addressed simultaneously. By working together, professionals can maximize resources, maintain consistency in interventions, and create a more supportive and inclusive environment for the student.

24. (C) Replacing maladaptive behaviors with functional, adaptive behaviors through systematic reinforcement and environmental modifications.
Behavioral counseling for children with developmental delays focuses on observable actions rather than unconscious conflicts. The primary objective is to replace maladaptive

90. (B) Conduct supportive family counselling to help the parents accept the cognitive profile, present vocational data, and advocate for culinary training.
When parents' expectations conflict with a student's actual vocational aptitude and interests, a collaborative counseling approach is required. The counselor should use supportive family sessions to present objective assessment data and help parents understand the student's cognitive profile. By advocating for the student's interests in culinary skills, the counselor helps find a realistic and fulfilling pathway that respects the student's autonomy.

91. (B) It restricts the child's opportunities to explore, solve problems, and experience natural consequences, reinforcing dependency and lowering self-esteem.
Parental overprotection of children with physical disabilities often stems from love, but it can severely hinder the child's development of autonomy. By preventing the child from facing challenges or experiencing natural consequences, parents inadvertently reinforce a sense of dependency. This lack of opportunity to problem-solve independently leads to lower self-esteem and a belief that they cannot succeed without constant adult assistance.

92. (A) Standardized psychometric tests must be the sole criteria for determining career paths, with no consideration for student preferences.
Standardized psychometric tests should never be the sole criteria for determining career paths for persons with disabilities. Effective vocational guidance must also consider the individual's personal preferences, interests, and real-world situational assessments. A holistic approach that combines objective data with the student's voice and practical observations ensures a more realistic and satisfying career choice that respects the individual's self-determination.

93. (C) Supporting a holistic student well-being approach by funding school counselors, special educators, and teacher socio-emotional training.
Samagra Shiksha is an integrated scheme for school education that emphasizes the holistic development and well-being of all students. It specifically supports inclusive education by providing funding for school counselors and special educators. It also focuses on training regular teachers in socio-emotional skills, ensuring that the school environment is equipped to meet the diverse psychological and educational needs of every learner.

94. (D) Students often feel more comfortable sharing their concerns with peers than with adult authority figures, fostering a supportive climate.
A key benefit of peer counseling is that students often find it easier and less intimidating to share their personal concerns with someone their own age. Peer counselors, who are trained but remain peers, can provide immediate empathy and relatable support. This fosters a more open and supportive school climate where students feel heard and valued, though peers do not replace professional counselors.

95. (B) I, II, III, and V
Group guidance offers students with sensory impairments a platform to develop social communication skills and share coping strategies for dealing with social stigma. The realization that others share similar challenges provides a powerful sense of universality. Additionally, the group setting allows students to practice assertive communication and self-advocacy in a safe, supportive environment, which is vital for their long-term empowerment.

96. (B) Analysis, Synthesis, Diagnosis, Prognosis, Counseling, Follow-up
E.G. Williamson's directive counseling model follows a rigorous six-step scientific process. It begins with "Analysis" (data collection), followed by "Synthesis" (summarizing data), "Diagnosis" (identifying the cause of the problem), "Prognosis" (predicting the outcome), "Counseling" (providing the intervention), and finally "Follow-up" (evaluating the results). This structured approach emphasizes the counselor's role as a diagnostic expert who provides specific solutions to the student's problems.

97. (D) Summarizing — Pulling together key points of a counseling session to provide clear session structure and review progress.
Summarizing is a foundational counseling skill that involves pulling together the main points discussed during a session. This provides structure, reviews progress, and ensures that both the counselor and student have a shared understanding of the session's content. Other skills like paraphrasing or interpretation were incorrectly defined in the options, as they do not

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intervention to be as effective as possible for the individual student's specific challenges.

33. (A) Both A and R are true and R is the correct explanation of A
Students with visible physical disabilities often face significant risks to their self-concept in mainstream schools. This vulnerability is frequently caused by societal prejudices, environmental barriers, and lack of peer acceptance. When children internalize these negative external attitudes, they may develop feelings of inadequacy and low self-worth. Professional guidance is necessary to help them build resilience and a positive self-image.

34. (D) Self-concept is the descriptive, cognitive picture of one's qualities and traits, whereas self-esteem is the evaluative, affective judgment of those qualities.
Self-concept refers to the descriptive and cognitive knowledge individuals have about themselves, including their traits, qualities, and roles. Self-esteem, conversely, is the evaluative and affective judgment of those traits. While self-concept answers the question "Who am I?", self-esteem answers "How do I feel about who I am?" Both are critical for understanding a student's psychological well-being and development.

35. (C) I, II, and III only
A student's self-image is deeply influenced by their environment and social interactions. Accessible physical infrastructure supports independence, while positive peer interactions through collaborative circles foster a sense of belonging. Teacher attitudes that avoid patronizing language are also crucial. While academic difficulty matters, it is the social and environmental support systems that most directly shape the self-image of children with disabilities.

36. (C) Identity vs. Role Confusion
According to Erik Erikson's psychosocial theory, the central crisis during adolescence is Identity vs. Role Confusion. During this stage, individuals strive to develop a coherent self-image and establish personal values. For students with disabilities, this process can be complicated by societal perceptions, making it vital for counselors to support them in exploring their identities and achieving a stable sense of self.

37. (A) The Real Self (as one currently is) and the Ideal Self (as one would like to be)
Carl Rogers proposed that psychological maladjustment arises from a significant discrepancy between the Real Self and the Ideal Self. The Real Self is how a person currently perceives themselves, while the Ideal Self represents who they wish to be. When these two are far apart, it leads to incongruence, anxiety, and low self-esteem, necessitating supportive counseling to foster self-acceptance.

38. (C) A is true but R is false
Developing autonomy is possible for adolescents with intellectual disabilities when they are provided with structured opportunities to make choices. It is incorrect to assume they are entirely incapable of expressing preferences. By encouraging decision-making in daily activities, educators help these students gain confidence and a sense of control, which is essential for their personal growth and long-term independence.

39. (B) Publicly comparing the academic progress of a child with learning disabilities to their typically developing peers.
Publicly comparing the academic progress of a child with learning disabilities to their typically developing peers is a major barrier to healthy self-esteem. Such comparisons highlight deficits and can lead to feelings of shame and inferiority. In contrast, setting realistic goals, implementing cooperative learning, and encouraging self-advocacy are positive strategies that support the development of a resilient and positive self-image.

40. (C) The student politely requesting a seat in the front row and a large-print worksheet due to their low vision.
Self-advocacy involves an individual's ability to communicate their needs and stand up for their rights. A student with low vision who politely requests a specific seating arrangement or adapted materials is demonstrating active self-advocacy. This behavior shows self-awareness of their learning needs and the confidence to seek the necessary accommodations to succeed independently in the classroom environment.

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41. (D) Social Self-Esteem — A student's subjective evaluation of their relationships with peers and school teachers.
Self-esteem is a multidimensional construct encompassing various areas of a person's life. Social self-esteem specifically refers to an individual's subjective evaluation of their interpersonal relationships and social competence with peers and teachers. Other dimensions include academic self-esteem (school performance), physical self-esteem (body and coordination), and moral self-esteem (ethical conduct), all of which contribute to an overall sense of self-worth.

42. (A) Neurochemical Balance
The Coopersmith Self-Esteem Inventory is a psychometric tool designed to measure self-worth across various social and personal domains. Its subscales include General Self, Social Self-Peers, and School-Academic, reflecting the different environments where a child's self-esteem is shaped. Neurochemical balance is a physiological and biological concept that is not measured by this psychological self-report inventory.

43. (A) Both A and R are true and R is the correct explanation of A
Feedback that focuses on a student's effort and specific strategies is far more beneficial than generic praise about innate ability. Effort-oriented feedback fosters a growth mindset, encouraging students to view challenges as opportunities for learning. This approach enhances resilient self-esteem, whereas praising intelligence alone can make children afraid of making mistakes, as they fear it might prove they are not "smart."

44. (B) Attributing success to unstable, internal, controllable factors (e.g., 'I succeeded because of my effort and strategy').
According to Attribution Theory, students have higher motivation and self-esteem when they attribute success to internal and controllable factors like effort and strategy. This style gives the student a sense of agency over their learning. Attributing failure to unchangeable factors like low intelligence leads to learned helplessness, making it crucial for educators to guide students toward more productive attribution styles.

45. (B) I, II, III, and V
Effective inclusive education involves differentiating tasks, using task analysis to break down complex goals, and fostering cooperative learning. Providing specific, private feedback is also essential for maintaining a student's dignity. However, competitive grading systems that highlight rank order are generally detrimental to the self-esteem of children with special needs and should be avoided in favor of mastery-oriented assessment.

46. (C) Microsystem
In Bronfenbrenner's Bioecological Systems Theory, the microsystem is the innermost layer representing the immediate environments where the child has direct, face-to-face interactions. This includes family, school, and peer groups. These daily relationships and experiences are the most influential in shaping a child's initial self-esteem and social development, providing the foundation for their broader interactions with the world.

47. (D) Their success in life depends primarily on their own personal efforts, active choices, and adaptive coping strategies.
A person with an internal locus of control believes that they are the primary architects of their own life outcomes. In the context of a student with a physical disability, this means they believe their success depends on their personal efforts and adaptive coping strategies rather than luck or external barriers. This mindset is highly empowering and linked to greater resilience and achievement.

48. (A) Both A and R are true and R is the correct explanation of A
Teaching emotional regulation and sensory awareness to children with Autism Spectrum Disorder is a direct pathway to autonomy. When these children learn to recognize their own triggers and use self-soothing strategies, they become less dependent on adults to manage their behavior. This increased self-regulation allows them to participate more independently in social and educational settings, significantly improving their quality of life.

49. (B) Adolescence — Generativity vs. Stagnation
In Erikson's theory, the crisis of Generativity vs. Stagnation occurs during middle adulthood, not adolescence. The primary developmental task for adolescents is Identity vs. Role Confusion. Other stages like Autonomy vs. Shame (toddlerhood), Initiative vs. Guilt (play age), and Industry

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vs. Inferiority (school age) are correctly paired with their respective age groups and central psychosocial challenges.

50. (D) Implement class-wide peer-sensitivity training, establish a student buddy system, and provide structured social skills counseling for the student.
For a student with visual impairment facing social isolation, a multi-tiered approach is most effective. This involves addressing the school environment through peer-sensitivity training and implementing a buddy system to facilitate social inclusion. Simultaneously, providing structured social skills counseling for the student helps them build the confidence and techniques needed to navigate social interactions, promoting a sense of belonging.

51. (A) A facilitator who scaffolds tasks, teaches self-determination, and gradually fades prompts as the child gains competence.
To foster autonomy, the special educator must act as a facilitator rather than a caregiver. This involves providing temporary support or scaffolding for difficult tasks and teaching self-determination skills. As the student gains competence, the educator should gradually fade these prompts. This systematic transition from dependence to independence is essential for the student's long-term success and personal empowerment.

52. (C) It is a 10-item self-report scale that measures global self-worth using a standard Likert-scale format.
The Rosenberg Self-Esteem Scale is a widely recognized psychometric instrument used to assess global self-esteem. It consists of ten statements that participants rate on a Likert scale, reflecting their general feelings of self-worth and self-acceptance. Due to its brevity and reliability, it is frequently used in school guidance and research to monitor the psychological well-being of students.

53. (A) Intersectionality of gender discrimination and disability stigma, leading to extreme social isolation and developmental neglect.
In many rural communities, the intersection of gender discrimination and disability stigma creates significant barriers for girl children. This dual marginalized status can lead to extreme social isolation, lack of educational opportunities, and developmental neglect. Addressing these deep-seated cultural factors through community-based rehabilitation and advocacy is essential for ensuring that these children can develop a healthy personality and achieve their potential.

54. (D) Personal autonomy, individual competence, and social relatedness
Self-Determination Theory, developed by Deci and Ryan, identifies three universal psychological needs essential for motivation and well-being. Autonomy involves feeling in control of one's own actions. Competence refers to the need to experience mastery over challenges. Relatedness is the need to feel connected to and cared for by others. Meeting these needs is crucial for fostering student engagement and growth.

55. (D) I, II, III, and IV
Evaluating the self-concept of students with communication disorders requires diverse, adapted methods. These include structured interviews using AAC, visual Likert scales, and projective drawing techniques like the Draw-A-Person test. Behavioral observations across different settings also provide valuable insights. Using multiple assessment tools ensures a comprehensive and accurate understanding of the student's internal self-image and social-emotional needs in various contexts.

56. (C) The ability to identify, understand, express, and manage one's own emotions, as well as empathize with others.
Emotional literacy is the foundational ability to recognize and name emotions in oneself and others. It involves understanding the causes and consequences of these feelings and learning how to express and regulate them appropriately. High emotional literacy is linked to improved self-esteem and stronger interpersonal relationships, making it a critical focus area for school guidance and counseling programs.

57. (D) Learned Helplessness
When a child with a disability consistently faces failure and is also overprotected by parents who do everything for them, they are likely to develop Learned Helplessness. This psychological state is characterized by the belief that one's actions have no impact on outcomes. Consequently, the child stops trying to be independent, which severely hinders their development of autonomy and self-esteem.

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58. (A) Above love and belongingness needs but below the need for self-actualization.
In Abraham Maslow's Hierarchy of Needs, esteem needs sit near the top of the pyramid. They include the desire for self-respect, confidence, and the respect of others. These needs are typically pursued after physiological, safety, and social belongingness needs are met. Fulfilling esteem needs provides a bridge to the highest level of human development, which is self-actualization.

59. (B) Mastery experiences (experiencing success through scaffolded, independent performance of a task).
Mastery experiences are the most influential source of self-efficacy according to Albert Bandura. When a student successfully completes a challenging task through scaffolded, independent effort, it builds a strong belief in their own capabilities. While verbal encouragement and watching others can help, the direct experience of success provides the most convincing evidence that they can achieve their goals in the future.

60. (B) Peer comparison has minimal influence on the self-concept of middle school children.
Peer comparison is actually a major factor influencing self-concept during the middle school years. As children enter adolescence, they become increasingly sensitive to how they compare to their peers in terms of academic, social, and physical traits. This "social mirror" plays a critical role in how they define themselves and evaluate their own worth during this developmental period.

61. (A) A student with Dysgraphia believing, 'Because I failed today's spelling quiz, I am a complete failure and will never pass any subject.'
Overgeneralization is a cognitive distortion where a person makes a broad, sweeping conclusion based on a single negative event. For a student with a learning disability, believing that failing one specific task means they will never succeed in any subject is a classic example. Counselors help students identify and challenge such irrational thoughts to prevent them from damaging their self-esteem.

62. (C) Our self-image is formed through our perception of how others view and evaluate us.
Charles Horton Cooley's "Looking-Glass Self" theory suggests that our self-concept is not built in isolation. Instead, it is formed by perceiving how others see, evaluate, and react to us. We internalize these perceived judgments, which then shape our own self-image. This highlights the immense responsibility of teachers and parents to provide positive and supportive "reflections" for children with disabilities.

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63. (D) The deficit-based model focuses on clinical labeling, while the strength-based model builds upon the child's existing capabilities and personal interests.
The deficit-based model focuses primarily on diagnosing weaknesses and clinical labels. In contrast, the strength-based model of guidance focuses on identifying and building upon an individual's existing talents, interests, and capabilities. This positive approach empowers exceptional children by highlighting what they can do rather than what they cannot, which is essential for fostering motivation, resilience, and healthy self-esteem.

64. (C) Fostering a classroom environment that celebrates individual progress and mastery over public performance-oriented comparison.
Social Comparison Theory suggests that students naturally compare their abilities to those of their peers. In an inclusive classroom, this can lead to low self-esteem for students with learning difficulties. To mitigate this, teachers should create a classroom culture that emphasizes individual progress and mastery of skills. Celebrating personal growth rather than public rank-order comparison helps all students feel valued and successful.

65. (C) I, II, and IV only
For students with mild intellectual disabilities, guidance should focus on developing self-monitoring, goal-setting, and problem-solving skills. These strategies promote self-determination and reduce dependence. Constant reliance on adult verbal prompts is not a desirable goal, as the aim of inclusive education is to move the student toward greater functional independence and the ability to navigate daily challenges autonomously.

66. (D) It creates a non-judgmental atmosphere where peers do not laugh at speech errors, encouraging the child to speak without fear of humiliation.
Psychological safety in the classroom is vital for a student with an articulation disorder. It means creating an environment where students

feel safe to take risks and speak without fear of being mocked or humiliated by their peers. This non-judgmental atmosphere encourages the child to practice their speech skills and participate in social interactions, which is fundamental for building confidence.

67. (A) Providing vocational training and loan facilities at concessional rates to support self-employment for persons with disabilities.
Section 19 of the Rights of Persons with Disabilities Act 2016 mandates that the government must provide vocational training and support for self-employment. This includes offering loans at concessional rates to enable persons with disabilities to start their own businesses. Such provisions are designed to ensure economic independence and equal participation in the workforce, reflecting the Act's commitment to empowerment.

68. (C) There is a severe shortage of professional school counselors, which places a heavy burden on general teachers and special educators to handle student guidance.
In many parts of India, there is a significant shortage of professionally trained school counselors. This gap means that general classroom teachers and special educators often have to take on the additional responsibility of student guidance and socio-emotional support. This lack of specialized staff can hinder the effective implementation of inclusive education and the provision of comprehensive mental health services.

69. (A) Supportive Counselling addresses current coping and stress, while Psychotherapy involves deep personality restructuring.
Supportive counseling is typically short-term and focuses on helping an individual cope with current stressors and stabilize their emotional functioning. It is often used in school settings. Psychotherapy, however, is a more intensive and long-term clinical process aimed at deep personality restructuring and resolving complex, deep-seated psychological conflicts. In schools, the emphasis is usually on supportive and developmental guidance rather than clinical psychotherapy.

70. (D) Provide empathetic listening, validate their pain, and gently share objective information while introducing supportive parent networks.
When parents are in the early stages of grief following a child's disability diagnosis, an empathetic and supportive approach is crucial. The counselor should validate their feelings of anger and denial while gently providing objective information about the child's needs. Introducing them to parent support networks can also help them feel less alone, gradually moving them toward acceptance and active participation.

71. (B) Shock/Denial, Anger, Bargaining, Depression, Acceptance/Adaptation
Parents of children with disabilities often go through a process similar to the Kübler-Ross grief model. It usually begins with initial shock or denial, followed by anger and bargaining with professionals. Many experience a period of depression before reaching a stage of acceptance and adaptation. Understanding this sequence helps counselors provide appropriate support at each stage of the family's emotional journey.

72. (C) The family is recognized as the constant in the child's life, requiring interventions to support and empower the entire family system.
The family-centered approach recognizes that the family is the most significant and constant influence in a child's life. Rather than focusing solely on the child in isolation, this model aims to support and empower the entire family system. By providing parents with resources and guidance, the professional helps create a nurturing and effective home environment that promotes the child's overall development.

73. (D) Laissez-Faire Style — The leader provides minimal direction, allowing the group to function with complete freedom.
In a Laissez-Faire leadership style, the leader provides minimal direction and allows group members to make their own decisions and function with complete freedom. This contrasts with the Authoritarian style, which is highly controlling, and the Democratic style, where the leader acts as a facilitator and shares decision-making power with the group members to encourage collaborative participation.

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74. (B) Forming, Storming, Norming, Performing, Adjourning
Bruce Tuckman's model describes the typical stages a group goes through as it matures. It begins with "Forming" (orientation), then moves to "Storming" (conflict), "Norming" (cohesion), and "Performing" (effective work). The final stage is "Adjourning," which involves the termination of the group and reflecting on the group's achievements and the personal growth of the individual members.

75. (A) I, II, III, and IV
Organizing group guidance in an inclusive classroom involves managing communication barriers, varying cognitive speeds, and confidentiality. It also requires handling behavioral outbursts without alienating any student. Unlike individual sessions, group guidance is often considered a cost-effective way to reach multiple students, but it requires high levels of facilitator skill to ensure all students are meaningfully included and supported.

76. (A) Conducting job-task analysis, matching student interests, and training in functional living and social-occupational skills.
Transition planning for students with moderate intellectual disabilities should focus on practical, functional skills that lead to employment and community living. This involves conducting job-task analysis to find suitable roles and training the student in necessary social and occupational skills. Aligning the training with the student's personal interests ensures higher engagement and more successful transitions into adulthood.

77. (C) Group guidance is an effective alternative for resolving deep-seated, acute personal psychiatric trauma.
While group guidance is excellent for building social skills and providing a sense of universality, it is not an appropriate substitute for individual therapy in cases of deep-seated, acute psychiatric trauma. Serious clinical issues require the privacy and intensive focus of one-on-one professional counseling. Group sessions are better suited for developmental goals and addressing common social or academic challenges.

78. (D) Providing free books, learning materials, and assistive devices to students with benchmark disabilities up to the age of eighteen years.
Sections 16 and 17 of the RPWD Act 2016 mandate that the government must provide inclusive education for children with disabilities. This includes the duty to provide free books, learning materials, and necessary assistive devices to students with benchmark disabilities until they reach the age of eighteen. These provisions are essential for ensuring that students have the physical and academic resources needed to succeed.

79. (C) A teacher utilizing a spontaneous classroom discussion about friendship to guide a lonely student into active group conversation.
Informal guidance occurs naturally and is not part of a scheduled counseling session. When a teacher uses a spontaneous classroom moment—like a discussion about friendship—to help a lonely student engage with others, they are providing informal guidance. This approach integrates social-emotional support into the daily academic environment, making it a powerful tool for fostering an inclusive and supportive classroom climate.

80. (B) A special educator talking to a student during the lunch recess to help them resolve a playground conflict.
Guidance can happen anywhere in the school environment, not just in the classroom or office. A conversation during lunch or recess to help a student resolve a peer conflict is a perfect example of informal guidance outside the classroom. These unplanned interactions allow educators to provide immediate, real-world support and modeling of social skills in naturalistic settings.

81. (D) The student with a disability themselves
Person-Centered Planning is built on the principle that the individual being planned for should be at the heart of the process. For a student with a disability, their own preferences, dreams, and goals must drive the transition planning. While parents and professionals provide essential support and data, the student's active participation is vital for ensuring the plan truly reflects their personal identity and aspirations.

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82. (A) To map and analyze the patterns of social relationships, attractions, and repulsions within a classroom group.
Sociometry is an informal tool used by educators to visualize and understand the social structure of a group. By mapping patterns of attraction, rejection, and social isolation, teachers can identify "stars" and "isolates" within the classroom. This information is invaluable for creating supportive peer groups, planning group guidance, and addressing social dynamics that may be affecting a student's self-esteem and inclusion.

83. (C) Blaming the parents for the child's disability and demanding they change their lifestyle completely.
Blaming parents is highly unethical and counterproductive. Effective supportive counseling for families of children with profound disabilities involves empathizing with their caregiver burden, validating their exhaustion, and connecting them with respite care. Collaborating on realistic home-based goals helps integrate developmental support into daily life, fostering a partnership that benefits both the child and the family's well-being.

84. (A) It fosters positive social interactions, reduces isolation, builds empathy, and reinforces the self-esteem of both students.
Peer-mediated interventions are highly effective in inclusive schools. By having typically developing peers work with students with disabilities, it creates opportunities for natural social interactions and reduces social isolation. This process helps the student with a disability feel included while teaching the peer tutor empathy and leadership, reinforcing the self-esteem and social-emotional growth of both participants.

85. (C) I, II, and III only
Special educators and counselors are responsible for assessing vocational interests, collaborating with training institutes, and informing parents about government employment schemes. These roles are critical for successful transition planning. However, no professional can guarantee a high-paying job, as employment depends on many external factors, though they certainly work to prepare the student to be a competitive and competent candidate.

86. (B) When the group consists of highly mature, self-directed, and collaborative members brainstorming creative solutions.
A Laissez-Faire leadership style is appropriate only when the group members are highly skilled, mature, and capable of working independently. In this context, the counselor steps back and allows the group to lead itself, which can foster creativity and advanced problem-solving. This style is not suitable for groups that are in crisis or for members who require structure and active professional guidance.

87. (C) Supportive Counselling — A therapeutic approach aimed at stabilizing emotional functioning, reinforcing coping, and providing safety.
Supportive counseling is correctly defined as a therapeutic approach aimed at providing emotional stability and safety for individuals in distress. It focuses on reinforcing healthy coping mechanisms rather than deep personality change. Other types, like child-centered or vocational counseling, were incorrectly described in the options, as they do not involve authoritarian control or focusing exclusively on childhood traumas in a vocational context.

88. (D) Providing diagnostic and counseling services for which they have not received certified training or RCI registration.
Under RCI guidelines, it is a serious ethical and legal violation for a professional to provide specialized services, such as rehabilitation counseling or diagnosis, without the proper certified training and RCI registration. This ensures that persons with disabilities receive high-quality care from competent practitioners who are held accountable to national standards of ethics and professional practice.

89. (A) To build a secure alliance where the child feels safe to explore and express their true self-image without fear of rejection.
In child-centered counseling, non-judgmental acceptance is a tool used to create a "safe space." When a child feels completely accepted, regardless of their play or words, they develop the trust necessary to express their true feelings and self-image. This therapeutic alliance allows the child to explore internal conflicts and develop self-acceptance, which is the foundation for healthy personality growth and change.

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or challenging behaviors with more functional and adaptive skills. This is achieved through systematic reinforcement, environmental modifications, and social skills training. Such practical interventions help children navigate their daily environments more effectively and increase their independence.

25. (A) I and III only
Ethical standards in counseling mandate strict confidentiality and the avoidance of dual relationships. Sharing private session details with others is a major breach of trust. Similarly, engaging in dual roles, such as being both a counselor and a paid private tutor, creates a conflict of interest. Maintaining secure records and breaking confidentiality only for safety are proper ethical practices.

26. (A) To allow the student to express their concerns in their own words and establish a warm, trusting clinical rapport.
Open-ended questions are used during the initial phase of a counseling interview to encourage the student to speak freely and extensively. These questions cannot be answered with a simple "yes" or "no," allowing the individual to describe their concerns in their own words. This approach helps build trust, establishes rapport, and provides the counselor with rich, qualitative information.

27. (B) Frank Parsons
Frank Parsons is historically recognized as the "Father of the Vocational Guidance Movement." He established the Breadwinners' Institute in Boston and authored "Choosing a Vocation," which laid the foundation for systematic career counseling. His work emphasized matching an individual's personal traits with specific job requirements, a principle that remains fundamental to modern vocational guidance and career development theories.

28. (D) A is false but R is true
While confidentiality is the cornerstone of the therapeutic relationship, it is not absolute. Ethical guidelines and laws mandate that counselors must breach confidentiality when there is an imminent risk of harm to the student or others, such as in cases of abuse or self-harm. In all other circumstances, protecting the client's privacy is essential for maintaining trust and professional credibility.

29. (A) Counselling is only required by students who are mentally ill or present extreme disciplinary threats.
A common misconception is that counseling services are exclusively for students with mental illness or severe behavioral issues. In reality, school guidance and counseling are developmental and preventive services intended for all students. They support academic achievement, career planning, and social-emotional growth, helping every learner navigate the normal challenges of development and make informed life choices.

30. (C) Conduct an FBA, implement a student self-monitoring checklist, and guide the class teacher on proactive sensory and behavioral classroom accommodations.
For a student with ADHD, the most effective guidance response involves understanding the function of the behavior through a Functional Behavioral Assessment. Implementing proactive classroom accommodations and student self-monitoring checklists addresses the underlying neurological challenges rather than just punishing the symptoms. This collaborative approach between the special educator and class teacher fosters a supportive environment that promotes the child's success.

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31. (D) Directive (Counsellor-Centered), Non-Directive (Client-Centered), and Eclectic (Integrated and client-specific) approaches.
Counseling approaches are often categorized by the level of control the counselor exercises during the therapeutic process. The directive approach is counselor-centered and highly structured. The non-directive approach is client-centered and focuses on the individual's self-discovery. The eclectic approach integrates various techniques from different theories to meet the unique and specific needs of the individual student.

32. (C) Selecting and integrating therapeutic techniques from various counseling theories based on the unique personal needs of the individual client.
Frederick Charles Thorne proposed the eclectic approach, which rejects a one-size-fits-all methodology. The fundamental principle is to select and integrate therapeutic techniques from various counseling theories based on the unique situation and personal needs of each client. This flexibility allows the counselor to tailor the

involve mirroring physical postures or ignoring verbal statements.

98. (A) Sharing highly sensitive, personal counseling records with the entire school staff in an unencrypted group chat.
Sharing highly sensitive and personal counseling records with the entire school staff, especially in an unencrypted or public format, is a major ethical violation and breach of confidentiality. Counselors must protect student privacy at all costs, except in cases of immediate danger. Proper ethical practice involves maintaining objective, secure records and collaborating with parents through informed consent, rather than exposing private student data.

99. (C) The ability to make personal choices, solve daily problems, actively self-advocate, and take complete control of their life.
Self-determination is the ability of an individual to be the primary causal agent in their own life. A self-determined person possesses the skills to make personal choices, solve daily problems, and actively advocate for their own needs. This state of empowerment is a key goal of transition planning, as it allows individuals with disabilities to take control of their lives and achieve their personal goals.

100. (A) Organize, strengthen, and extend rehabilitation services and programs in health, employment, education, and social services.
Article 26 of the United Nations Convention on the Rights of Persons with Disabilities mandates that State Parties must take effective measures to enable persons with disabilities to achieve and maintain maximum independence. This involves organizing, strengthening, and extending comprehensive habilitation and rehabilitation services in health, employment, education, and social services. These services should start early and be based on an individual's multidisciplinary assessment.

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CHAPTER 14
Early Childhood Care and Education

1. Which of the following terms refers to the brain's ability to reorganize itself by forming new neural connections throughout life, particularly in response to early learning or sensory deprivation?
(A) Neural pruning
(B) Myelination
(C) Synaptogenesis
(D) Neural plasticity

2. During the first few years of life, the rapid increase in the number of synaptic connections is followed by a process where unused connections are systematically eliminated. This process is known as:
(A) Long-term potentiation
(B) Cortical lateralization
(C) Synaptic pruning
(D) Neurogenesis

3. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Early intervention during the first three years of life is highly effective for children with developmental delays.
Reason (R): The human brain exhibits maximum neural plasticity and rapid synaptogenesis during the early childhood years, making it highly receptive to environmental stimulation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. What is the critical period or window of opportunity for primary language acquisition in typically developing children, after which language acquisition becomes significantly more difficult?
(A) Birth to 12 months
(B) Birth to 5 years
(C) 3 years to 7 years
(D) 6 years to 12 years

5. In early visual development, if a child has uncorrected strabismus during the critical period (birth to approximately 2 years), it may lead to a permanent reduction in visual acuity in one eye known as:
(A) Amblyopia
(B) Myopia
(C) Astigmatism
(D) Cortical Visual Impairment

6. Consider the following statements regarding the critical periods of auditory development:
I. The development of the auditory cortex relies heavily on consistent acoustic stimulation during the first 3.5 years of life.
II. Congenitally deaf children who receive cochlear implants before the age of 2 years show significantly better spoken language acquisition than those implanted after age 4.
III. Auditory deprivation during early childhood has no impact on the structural organization of the auditory cortex once a child reaches school age.
Which of the above statements is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

7. Which developmental milestone represents the transition from experience-expectant motor development to experience-dependent cognitive and spatial exploration in infants?
(A) Independent sitting and crawling
(B) Involuntary palmar grasping reflex
(C) Consistent reciprocal social smiling
(D) Early vocal cooing and babbling

8. In the context of early childhood development, "experience-expectant" brain development is best described as:
(A) Brain changes that occur uniquely in response to individual, highly specific learning experiences
(B) Structural modifications resulting from formal academic instruction and targeted

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interventions
(C) Neural degeneration caused by prolonged toxic stress and severe environmental deprivation
(D) Brain organization in response to universal, species-typical environmental inputs

9. Consider the following elements regarding an Individualized Family Service Plan (IFSP) in early childhood special education:
I. A statement of the infant's or toddler's present levels of physical, cognitive, communication, social or emotional, and adaptive development.
II. A statement of the family's resources, priorities, and concerns relating to enhancing the development of the child.
III. A statement of the specific early intervention services based on peer-reviewed research necessary to meet the unique needs of the child and family.
IV. A standardized academic achievement test score comparing the infant to national school-age norms.
Which of the above elements are legally required in an IFSP?
(A) I, II and IV
(B) I, II and III
(C) II, III and IV
(D) I, III and IV

10. A 24-month-old child, Aarav, does not make eye contact, does not respond to his name, exhibits repetitive hand-flapping, and becomes extremely distressed by minor changes in his classroom environment. His preschool teacher wants to modify the classroom to support him. Which of the following practices is most appropriate?
(A) Introducing highly stimulating electronic toys with bright, flashing lights and loud sounds
(B) Keeping the child in a separate isolation room during play times to prevent sensory overload
(C) Creating a structured environment with a visual schedule and a quiet sensory corner
(D) Ignoring repetitive behaviors and forcing participation in all large-group activities

11. In the context of early childhood education and support systems, "young children at risk" refers to infants and toddlers who have a high probability of experiencing developmental delays due to:
(A) Genetic disorders identified at birth
(B) Low socioeconomic status of the family
(C) Lack of enrollment in formal English-medium pre-primary schools
(D) Biological, environmental, or established medical conditions

12. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Children identified as "at-risk" due to low birth weight or premature birth should be placed in formal tracking systems immediately upon discharge from neonatal care.
Reason (R): Early child tracking systems ensure continuous monitoring of developmental milestones, enabling timely referral for interdisciplinary intervention.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. Which of the following describes the primary function of a "Child Tracking System" in early childhood intervention?
(A) Conducting comprehensive, high-level clinical neuropsychological examinations for all newborn infants
(B) Tracking health and developmental milestones to detect and prevent early childhood disabilities
(C) Issuing permanent, legally binding disability certificates to infants under the age of one year
(D) Assigning specific career pathways for children identified with potential learning disabilities

14. Which model of assessment involves multiple professionals from different disciplines evaluating a child independently, sharing their findings, and then collaborating to draft a single, integrated intervention plan?
(A) Interdisciplinary Model
(B) Multidisciplinary Model
(C) Transdisciplinary Model
(D) Unidisciplinary Model

15. Consider the following family-level stressors that can influence child development:
I. Information Needs (lack of knowledge about

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statements rather than clinical, test-score-driven goals.

Reason (R): Functional goals allow the family and educators to embed learning opportunities into daily activities like mealtime, bathing, and playtime.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

58. Which of the following visual support tools is specifically designed to help young children with transitions between activities and reduce anxiety about "what happens next"?

(A) An alphabet-based communication board for writing
(B) A high-contrast wheel chart showing color patterns
(C) A visual "First-Then" picture board for transitions
(D) A printed text list showing the classroom directory

59. When a child with sensory processing sensitivities (frequently over-responsive to tactile input) is in an inclusive ECE environment, what is the best strategy during sensory play (such as playing with sand, water, or playdough)?

(A) Forcing direct hand submersion in the sensory materials to achieve rapid sensory desensitization
(B) Removing the child from the standard classroom space entirely during any scheduled sensory play activities
(C) Prohibiting sensory activities for the entire class so that the child does not experience exclusion
(D) Offering tools like scoops or cups to avoid touch, or letting the child choose an alternative task

60. At what level is early identification of developmental delays and disabilities primarily prioritized in public health and early childhood frameworks?

(A) Community health centers, Anganwadis, and district hospitals
(B) Higher education institutions, secondary schools, and colleges
(C) Major administrative municipal offices and state capitals only
(D) Private tertiary medical institutions and specialized research labs

61. In modern educational frameworks, the foundational stage of school education consists of:

(A) Five consecutive years of primary schooling from Grade 1 through Grade 5
(B) Three years of preschool plus Grades 1 and 2 (five years total)
(C) Two years of early childhood preschool followed directly by Grades 1 to 3
(D) Standard pre-primary classes consisting of Nursery, LKG, and UKG only

62. Read the following case study and answer the question:

Meera is a 2.5-year-old girl with a severe expressive language delay but age-appropriate receptive language and cognitive skills. She gets highly frustrated when trying to communicate her needs (such as wanting water or a specific toy), often resorting to biting or screaming. What is the most appropriate immediate intervention strategy?

(A) Implementing punitive time-out measures immediately whenever she engages in screaming or biting behavior
(B) Providing a simple PECS booklet or a picture communication board to let her express her choices
(C) Withholding requested items or drinks until she articulates the desired words clearly and accurately
(D) Enrolling her in intensive individual speech therapy clinics for eight hours daily away from home

63. Which of the following is a key feature of "Natural Environments" for early intervention services?

(A) Any standard setting where children without disabilities typically play and participate
(B) A professional, clinical therapeutic setting that is highly quiet, structured, and sterilized
(C) A specialized indoor sensory integration clinic equipped with dedicated suspension swings
(D) A segregated school classroom featuring unidirectional observation mirrors for therapists

64. In the development of motor skills, the "Cephalocaudal" trend of development refers to:

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22. Read the following case study and answer the question:
Tanya is a 3-year-old child with Down Syndrome enrolled in an inclusive preschool. She has mild cognitive delay, hypotonia (low muscle tone), and a moderate conductive hearing loss. Her teacher is planning an interdisciplinary intervention plan. Which combination of strategies would be most beneficial for Tanya during group circle time?
(A) Seating her at the back of the room, using purely auditory inputs, and expecting unsupported sitting
(B) Allowing her to sleep during group activities because her physical hypotonia makes sitting too exhausting
(C) Seating her near the teacher, using visual aids, signing/gestures, and providing supportive chairs
(D) Conducting the group session normally without any modifications to avoid drawing attention to her needs

23. In early childhood development, early intervention is designed to optimize child development by directly supporting and strengthening:
(A) Family patterns of interaction and resources to manage stressors
(B) The child's performance on standardized clinical intelligence quotient (IQ) tests
(C) The specialized medical treatments provided in clinical hospital settings
(D) Standardized state-wide examinations for pre-primary children

24. Consider the following principles regarding the implementation of early intervention services in "Natural Environments":
I. Services should be integrated into everyday family activities and routines.
II. Intervention should focus on teaching the family how to support the child's development during natural interactions.
III. Services should only be delivered by therapists using clinical equipment that families cannot access at home.
Which of the above statements is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

25. An early childhood educator uses "Visual Support Materials" in a classroom. Which of the following is NOT an example of a visual support designed to assist children with communication or developmental delays?
(A) A comprehensive and individualized Picture Exchange Communication System (PECS) book
(B) A text-only list of classroom rules hung high on the wall without illustrations
(C) A detailed visual daily schedule using concrete drawings, icons, or actual photographs
(D) Step-by-step visual instruction cards for daily handwashing routines placed near the sink

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26. In the context of early childhood development, the "Critical Period Hypothesis" primarily concerns which developmental domain?
(A) Gross motor skills and walking
(B) Visual depth perception
(C) Language acquisition
(D) Socio-emotional attachment styles

27. Consider the following assessment areas for a young child suspected of having autism spectrum disorder (ASD):
I. Pediatric medical and neurological evaluation.
II. Speech, language, and communication assessment.
III. Occupational therapy evaluation of sensory-motor processing.
IV. Psychological assessment of cognitive and adaptive behaviour.
Which of the above constitute a comprehensive interdisciplinary assessment?
(A) I and II
(B) II and III
(C) I, II, III and IV
(D) I, III and IV

28. Which of the following represents an "Established Risk" condition that automatically qualifies a child for early intervention services, regardless of whether a developmental delay is currently measurable?
(A) A clinical diagnosis of Chromosomal Trisomy 21
(B) Living in an extremely low-income, single-parent household
(C) Having a primary caregiver who did not complete high school
(D) Being born as a second or later child in a very large family

the disability and services).
II. Interpersonal and Family Distress (strains on marital, sibling, and social relationships).
III. Resource-Related Stressors (financial costs, time constraints, and access to services).

Which of the above are identified as primary family-level stressors?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

16. In the context of family-centered early childhood development, "Family Patterns of Interaction" represent the core mechanism through which child developmental outcomes are influenced. These patterns include all of the following EXCEPT:
(A) Reciprocal parent-child transactions and relational patterns
(B) Family-orchestrated and supported child learning experiences
(C) The administrative hierarchy of the intervention agency
(D) Health, nutrition, and safety precautions provided by caregivers

17. The transition of assessment roles where team members deliberately teach, learn, and work across disciplinary boundaries to conduct a joint assessment (often called an "arena assessment") is characteristic of which approach?
(A) Interdisciplinary Assessment
(B) Multidisciplinary Assessment
(C) Cross-sectional Assessment
(D) Transdisciplinary Assessment

18. Consider the following principles of the Universal Design for Learning (UDL) framework in early childhood education:
I. Providing multiple means of Engagement to tap into learners' interests and motivate them.
II. Providing multiple means of Representation to present information and content in different ways.
III. Providing multiple means of Action and Expression to allow children to show what they know.
IV. Providing identical, highly structured worksheets for all children to complete within the same time limit.

Which of the above represent the core principles of UDL?
(A) I, II and IV
(B) I, II and III
(C) II, III and IV
(D) I, III and IV

19. When planning early childhood intervention in "Natural Environments", which of the following settings is considered the primary and most appropriate environment for a 12-month-old infant with developmental delays?
(A) A specialized clinical sensory integration clinic
(B) The home environment during daily family routines
(C) A segregated special education nursery classroom
(D) An outpatient physical therapy rehabilitation center

20. Which of the following is an example of an "environmental adaptation" in an inclusive pre-primary classroom to support a child with a locomotor disability or physical coordination difficulties?
(A) Replacing collaborative peer group play with individualized, computer-based tasks
(B) Restricting the child's movement to a designated wheelchair-friendly zone in the classroom corner
(C) Mandating that the child navigate the standard classroom layout without physical modifications
(D) Using non-slip flooring, adjustable tables, and supportive seating with pelvic straps

21. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): In inclusive early childhood classrooms, teachers should utilize "open-ended activities" rather than highly prescriptive, single-outcome tasks.
Reason (R): Open-ended activities allow children with diverse developmental levels to participate at their own capability and foster creative, multi-sensory learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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raise their children

36. Consider the following practices to create an inclusive physical environment for young children with visual impairments in an early childhood education classroom:
I. Keeping the classroom layout highly stable and predictable; avoiding frequent rearrangement of furniture.
II. Utilizing high-contrast borders (e.g., bright yellow tape) on steps and transitions.
III. Placing tactile cues (e.g., textured mats) at the entry of different activity areas.
IV. Removing all sensory and tactile toys to prevent tactile defensiveness.
Which of the above practices should be implemented?
(A) I, II and IV
(B) I, II and III
(C) II, III and IV
(D) I, III and IV

37. When planning "Collaborative Planning" sessions in an inclusive ECE center, who should ideally be involved in the weekly or bi-weekly planning meetings?
(A) The general education teacher, special educator, and supporting therapists
(B) School administrative leaders, clerical personnel, and operational principal
(C) External medical consultants and clinical pediatricians who diagnosed the child
(D) Parents of typically developing children who reside in the local school zone

38. The principle of "Full Participation" in inclusive ECE implies that:
(A) Placing children with disabilities in the same room but having them do separate tasks with a shadow teacher in the corner
(B) Requiring children with disabilities to perform at the exact same developmental standard as peers without modifications
(C) Children with disabilities participate in standard classroom activities and routines alongside peers, using supports
(D) Inviting children with special needs to attend school primarily during non-academic events and social celebrations

39. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): In inclusive early childhood programs, transition planning must begin at least six months prior to the child's third birthday if they are transitioning from an IFSP to an IEP.
Reason (R): Transitions can cause significant disruption in services and family stress, which requires coordinated planning between early intervention systems and local education agencies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. Which of the following early intervention models focuses on delivering services primarily through "Consultation" to the primary caregivers, who then implement interventions during daily routines, rather than direct therapy to the child?
(A) Clinic-based direct therapy model
(B) Segregated clinical pull-out model
(C) Hospital-bound diagnostic medical model
(D) Coaching-based service delivery model

41. A child is observed during play. They are able to stack four blocks, copy a circle, use scissors to cut paper, and can jump with both feet off the ground. These milestones are most characteristic of a child at what developmental age?
(A) 12 months
(B) 18 months
(C) 3 years
(D) 5 years

42. Consider the following principles regarding parent partnerships in Early Childhood Care and Education:
I. Recognizing the family as the constant in the child's life and the primary expert on the child.
II. Encouraging professional-driven decision-making where parents merely sign documents without active input.
III. Practicing complete transparency and open sharing of information regarding the child's strengths and needs.
IV. Respecting and incorporating the cultural, linguistic, and socioeconomic diversity of the families.
V. Mandating that parents must conform to the school's schedule for all meetings without exception.
Which of the above are correct principles?

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(A) I, III and IV
(B) I, II and V
(C) II, III and IV
(D) I, IV and V

43. A young child with cortical visual impairment (CVI) is attending a preschool class. The teacher notices the child is easily distracted by visual clutter. Which modification is most effective for this child during learning activities?
(A) Placing the child in a highly decorated visual environment with bright lights
(B) Encouraging the child to look at busy, complex picture books with minimal text
(C) Relying entirely on auditory cues while removing all visual learning materials
(D) Presenting single items on a plain, dark, high-contrast background

44. What does the term "Neural Plasticity" imply for children who have suffered early focal brain injury (e.g., early stroke or localized trauma before birth)?
(A) Other brain regions can reorganize and assume lost functions, especially with early sensory stimulation
(B) The child will inevitably experience a permanent, unresolvable loss of all abilities tied to that brain region
(C) Brain reorganization is biologically impossible after birth, making early therapeutic interventions ineffective
(D) The damaged neural tissues will physically regenerate over time to become identical to the uninjured tissue

45. Read the following case study and answer the question:
Kabir is a 4-year-old child with Athetoid Cerebral Palsy. He has involuntary, uncontrolled movements of his hands and difficulty maintaining sitting balance. His inclusive preschool teacher wants to adapt the mealtime environment so Kabir can feed himself as independently as possible. Which of the following sets of adaptations is most appropriate?
(A) Standard metal forks, regular plastic drinking cups, and standard high-top bar stools without supports
(B) Weighted, built-up utensils, suction-base plates, and supportive seating with trunk and foot rests
(C) Direct physical feeding by an assistant to complete meals quickly and prevent messy classroom spills
(D) Limiting meals to a liquid-only diet during school hours to completely bypass the need for utensils

46. In the context of linguistic development, what does the term "Critical Period for Phonological Acquisition" imply?
(A) Children must master written alphabet letters before the age of two to develop clear, functional speech patterns
(B) Lack of early exposure to speech sounds leads to permanent difficulties in native-like pronunciation and accent
(C) Children completely lose the biological capacity to acquire new vocabulary words once they reach seven years of age
(D) Formal reading instruction must commence immediately after birth to establish correct phonological processing

47. Which of the following developmental screening tools is widely used to screen infants and young children for developmental delays across five domains (communication, gross motor, fine motor, problem solving, and personal-social)?
(A) Ages and Stages Questionnaires (ASQ-3)
(B) Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
(C) Raven's Progressive Matrices
(D) Vineland Adaptive Behavior Scales (only professional-administered form)

48. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Anganwadi workers under community-based child development programs play a critical role in tracking and early identification of children at risk of disabilities.
Reason (R): These community centers are situated directly within local neighborhoods, allowing workers to perform routine growth monitoring and track developmental milestones of young children.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. When evaluating an infant, the "Moro Reflex" and "Tonic Neck Reflex" should normally

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disappear by what age range? If they persist beyond this age, it may indicate neurological dysfunction or cerebral palsy.
(A) 2 to 3 weeks
(B) 4 to 6 months
(C) 12 to 15 months
(D) 2 to 3 years

50. In a "Transdisciplinary Service Delivery Model", what is the term used to describe the process where one primary service provider (e.g., a special educator) acts as the main point of contact for the family, while other specialists (e.g., OT, PT, SLP) provide ongoing consultation and train the primary provider to implement strategies?
(A) Professional Abdication
(B) Unilateral Intervention
(C) Role Release
(D) Interdisciplinary Merging

51. Consider the following parameters and milestones monitored in early childhood development tracking and screening systems:
I. Head circumference and physical growth parameters.
II. Age-appropriate motor milestones (e.g., head control, sitting, walking).
III. Age-appropriate social and language milestones (e.g., babbling, pointing, social smile).
IV. Immunization schedule compliance.
V. Early academic competencies in standardized reading tests.
Which of the above are systematically tracked in a comprehensive early childhood tracking and screening card?
(A) I, II, III and V
(B) I, II, III and IV
(C) II, III, IV and V
(D) All of the above

52. What is the main developmental risk associated with persistent, uncorrected "Otitis Media with Effusion" (fluid in the middle ear) during the first two years of life?
(A) Complete, irreversible, and permanent bilateral sensorineural deafness
(B) Structural, organic damage to the primary visual processing cortex
(C) Immediate, sudden onset of classic autism spectrum disorder behaviors
(D) Conductive hearing loss that delays speech and language development

53. Which of the following is an example of an "open-ended activity" in an inclusive preschool classroom that naturally accommodates children of differing ability levels?
(A) Painting a picture about feelings using choice materials like sponges, brushes, or fingers
(B) Coloring within the lines of a pre-drawn apple image using only a single red crayon
(C) Writing the letters A, B, and C ten times repeatedly on a standard ruled paper sheet
(D) Completing a geometric puzzle with only one predetermined way to fit pieces together

54. In ecological systems theory, which system has the most direct and immediate impact on a young child's development, and is the primary target for early intervention services?
(A) Mesosystem
(B) Exosystem
(C) Microsystem
(D) Macrosystem

55. An early childhood special educator wants to evaluate a 2-year-old child's play skills. The educator observes the child sitting next to a peer, both playing with building blocks, but they do not interact or share toys. This type of play is developmentally appropriate for this age and is called:
(A) Parallel play
(B) Solitary play
(C) Associative play
(D) Cooperative play

56. Which of the following is a primary goal of early intervention programs?
(A) Accelerating formal academic instruction so the child can skip early primary school grade levels
(B) Reversing and curing underlying congenital genetic conditions through specialized physical therapies
(C) Separating and isolating the child from stressful domestic environments as early as is possible
(D) Reducing developmental delays, boosting family capacity, and preventing secondary problems

57. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): In an IFSP, the child's outcomes must be written as functional, routine-based

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29. The concept of "Universal Design for Learning" (UDL) in Early Childhood Education is based on the premise that:
(A) Curriculums are designed for average learners, with separate specialized plans created for children with disabilities
(B) Classroom spaces and materials are designed from the start to be fully accessible and usable by everyone
(C) Adaptive equipment and assistive technology are added as retrofitted modifications after standard lessons fail
(D) Special educators are responsible for instructing children with special needs in separate classrooms

30. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): The Individualized Family Service Plan (IFSP) must be reviewed by the early intervention team, including the parents, at least every six months.
Reason (R): Rapid developmental changes occur in infants and toddlers, requiring frequent adjustment of outcomes, services, and strategies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. In early childhood development guidelines, what is the standard specified age range for Early Childhood Care and Education (ECCE)?
(A) Birth to 3 years
(B) 3 to 6 years
(C) 3 to 8 years
(D) 6 to 14 years

32. Which of the following is a key difference between an Individualized Education Programme (IEP) and an Individualized Family Service Plan (IFSP)?
(A) An IEP is designed to address broader domestic family needs, whereas an IFSP targets narrow classroom-based academic achievements
(B) An IEP excludes formal parent input during its design, whereas an IFSP is authored and implemented solely by domestic caregivers
(C) An IFSP serves infants/toddlers and is family-focused, while an IEP serves school-age children and is education-focused
(D) An IFSP functions primarily as a clinical medical document, whereas an IEP operates strictly as a formal school administrative mandate

33. Consider the following risk factors for early developmental vulnerability:
I. Maternal prenatal substance exposure.
II. Severe chronic poverty and family social isolation.
III. Low birth weight (less than 1500 grams).
IV. Congenital profound bilateral sensorineural hearing loss.
V. Prolonged postnatal nutritional deprivation.
Which of the above are categorized as environmental and biological risk factors (as opposed to established conditions)?
(A) I, II, III and V
(B) I, II, IV and V
(C) II, III, IV and V
(D) All of the above

34. Which of the following is the most appropriate way for an inclusive pre-primary teacher to foster "friendship and engagement" between a child with a physical disability (who uses a wheelchair) and typical peers?
(A) Positioning the child as a passive referee and spectator for high-activity playground games
(B) Encouraging typical peers to complete classroom tasks on behalf of the child with a disability
(C) Using structured peer-buddy games where children sit to play board games at an accessible table
(D) Telling typical children to play in separate areas to prevent accidental injuries or collisions

35. What is the primary focus of "Family Education" within the context of early childhood special education?
(A) Training parents to act as certified clinical therapists to replace licensed interventionists
(B) Informing families on development, embedding strategies in daily routines, and offering emotional support
(C) Providing structured business management lessons so families can establish their own early childhood schools
(D) Administering cognitive and psychological tests to evaluate whether parents are fit to

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(A) Motor control progressing from the center of the body outward to the extremities
(B) Motor control progressing from gross muscle movements to fine motor coordination
(C) Motor control progressing from the head downward to lower parts of the body
(D) Motor control progressing from basic voluntary movements to reflexive patterns

65. The "Proximodistal" trend of motor development is best illustrated by which of the following sequences?
(A) Controlling neck and head movements before achieving independent upright sitting balance
(B) Learning advanced physical skills like jumping before mastering basic locomotor running
(C) Tracking toys visually across space before physical attempts to reach out and grasp them
(D) Reaching with the entire arm before using a fine pincer grasp with the fingers

66. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): In a transdisciplinary early intervention team, "role release" is a critical and deliberate process.
Reason (R): Role release allows a single primary service provider to implement multidimensional strategies across various domains, reducing the number of different professionals directly handling a fragile or highly anxious infant.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. Which of the following elements is critical when establishing "Parent-Professional Collaboration" in early childhood intervention?
(A) The professional must establish complete authority over all decisions, as they have the clinical credentials
(B) Mutual trust, respect, shared decision-making, and open, non-jargon-heavy communication
(C) Parents should be passive recipients of reports and should not be involved in drafting goals
(D) Keeping parents uninformed about potential diagnoses to avoid causing them unnecessary anxiety

68. The Denver Developmental Screening Test (DDST-II) is designed to screen children from birth to 6 years in which of the following four domains?
(A) Reading, Writing, Arithmetic, and Social adaptation
(B) Auditory acuity, Visual acuity, Reflexes, and Muscle tone
(C) Intellectual capacity, Memory recall, Emotional regulation, and Balance
(D) Personal-Social, Fine Motor-Adaptive, Language, and Gross Motor

69. When planning physical adaptations for a child with low vision in an inclusive pre-primary classroom, which of the following is the most helpful strategy during table-top activities?
(A) Using bold high-contrast outlines and directed task lighting
(B) Giving faint, low-contrast pastel worksheets to the child
(C) Dimming the overhead classroom lighting completely to curb glare
(D) Avoiding all tactile items to rely strictly on spoken descriptions

70. What is the primary purpose of "Child Tracking" under early intervention frameworks?
(A) To assign early, permanent disability labels to young children solely for compiling national census statistics
(B) To rank and compare individual infant developmental milestone scores across various geographical territories
(C) To continuously monitor vulnerable infants so they do not miss crucial healthcare and educational services
(D) To legally compel or force parents to place their developing infants into specialized public boarding nurseries

71. An early childhood educator is setting up a "Universal Design for Learning (UDL)" environment in a preschool classroom. To provide multiple means of Engagement for a diverse group of children, the teacher should:
(A) Offering choices in play activities, varying challenges, and options for group or individual work
(B) Delivering classroom instructions using a

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children with developmental delays. Examples include picture communication books, visual daily schedules with icons, and step-by-step instruction cards. A text-only list of rules is not an effective visual support for young children, as most are in a pre-literate stage and require images or photographs to understand information.

26. (C) Language acquisition
The critical period hypothesis suggests that there is a biologically determined window during which language acquisition occurs most easily. After this period, typically ending around puberty, the brain's plasticity for learning a first language decreases significantly. While it primarily concerns linguistic development, this concept highlights the importance of early exposure to speech for ensuring that a child reaches their potential.

27. (C) I, II, III and IV
A comprehensive interdisciplinary assessment for autism spectrum disorder requires evaluations from multiple specialists. This includes medical and neurological exams to rule out other conditions, speech and language assessments to evaluate communication, occupational therapy for sensory-motor needs, and psychological testing for cognitive behaviors. Together, these diverse perspectives provide a complete picture of strengths and challenges, informing a tailored intervention plan.

28. (A) A clinical diagnosis of Chromosomal Trisomy 21
Established risk refers to diagnosed conditions that have a very high probability of resulting in developmental delay, such as Trisomy 21. Children with these diagnoses automatically qualify for early intervention services even if a delay is not yet measurable. Unlike environmental risks like poverty, established conditions provide a clear biological basis for early support to mitigate future developmental challenges.

29. (B) Classroom spaces and materials are designed from the start to be fully accessible and usable by everyone
Universal Design for Learning is based on the premise that classroom environments and materials should be designed from the outset to be accessible to everyone. Instead of retrofitting accommodations after a standard lesson fails, UDL incorporates flexibility into the initial design. This approach ensures that all children, regardless of their ability level, can participate fully in learning activities together.

30. (A) Both A and R are true and R is the correct explanation of A
The Individualized Family Service Plan must be reviewed at least every six months because infants and toddlers undergo rapid developmental changes. These frequent reviews allow the intervention team and parents to adjust outcomes and strategies to reflect the child's current progress and emerging needs. Regular updates ensure that the services remain relevant and effective, providing the necessary support during years.

31. (C) 3 to 8 years
Early Childhood Care and Education covers the period from birth up to the age of eight. This foundational stage includes the first three years of intensive growth followed by five years of structured early learning, encompassing preschool and the first two grades of primary school. Recognizing this entire window ensures that educational and care practices are developmentally appropriate and consistent.

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32. (C) An IFSP serves infants/toddlers and is family-focused, while an IEP serves school-age children and is education-focused
The main difference between these plans is their focus and target population. An Individualized Family Service Plan is designed for infants and toddlers and emphasizes family-centered outcomes and services within the home. In contrast, an Individualized Education Programme is for school-age children and focuses primarily on educational goals and academic achievements within the school setting, reflecting the child's growth.

33. (A) I, II, III and V
Environmental and biological risk factors include conditions that may lead to developmental delays, such as prenatal substance exposure, chronic poverty, low birth weight, and nutritional deprivation. These differ from established conditions like profound hearing loss, which are already diagnosed disabilities. Identifying these risks allows for monitoring and early support to prevent potential delays from manifesting into permanent disabilities later.

(A) Sensorimotor Stage
(B) Preoperational Stage
(C) Concrete Operational Stage
(D) Formal Operational Stage

79. When conducting an "Interdisciplinary Assessment" for a child with suspected developmental coordination disorder (DCD), which two professionals are most critical to include in the team alongside the special educator?
(A) A physical therapist and an occupational therapist
(B) A licensed speech-language pathologist and an audiologist
(C) A clinical child psychologist and a career guidance counsellor
(D) A pediatric medical ophthalmologist and a clinical audiologist

80. Read the following case study and answer the question:
Rohan is a 3.5-year-old child who has been diagnosed with a developmental delay. He lives with his parents and grandparents in a rural area. The early intervention team is developing an Individualized Family Service Plan (IFSP) for Rohan. His grandfather is very involved in his daily care. Which of the following approaches represents the best practice in developing the IFSP?
(A) Drafting the program in a city clinic without parental input and mailing the finalized document to their home
(B) Mandating that only biological parents participate in the planning process while strictly excluding grandparents
(C) Conducting a home meeting with parents and grandfather to identify routines, priorities, and resources
(D) Designing plan outcomes around intensive, high-tech therapies that require traveling to distant city hospitals

81. Which of the following is a key strategy for promoting "social interactions and friendships" between children with disabilities and typical peers in an inclusive pre-primary classroom?
(A) Placing children in separate individual learning cubicles to complete quiet academic worksheets all day long
(B) Instructing typical peers to sit quietly in the classroom and observe the child with a disability playing alone
(C) Correcting or reprimanding typical children who ask honest questions about assistive tools or physical conditions
(D) Structuring cooperative play tasks and actively modeling positive social interactions among peers

82. Which of the following best defines "established risk" in early intervention?
(A) Any temporary respiratory or physical health condition resulting from residency in heavily polluted urban regions
(B) A mild, transient academic challenge involving difficulties in recognizing and writing single alphabet letters
(C) A diagnosed condition with a high probability of causing developmental delays, such as Down syndrome
(D) An episodic behavioral outburst or challenge that manifests exclusively when the young child is tired or hungry

83. When designing visual support materials for young children with communication challenges, which of the following represents the most concrete level of visual representation?
(A) A standard, printed written word displayed in black ink
(B) A realistic color photo or the actual physical object
(C) A simple black line drawing or generic abstract icon
(D) A hand-drawn, black-and-white symbolic visual sketch

84. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): In an inclusive ECE environment, peer-mediated interventions (where typical peers are taught to prompt and praise a child with social communication delays) are highly effective.
Reason (R): Young children learn social behaviors and language patterns most naturally through imitation, modeling, and direct interaction with their peers in play settings.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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85. In early childhood development models, what role do "supports and resources" (such as social networks, financial assistance, and professional services) play in helping a family with a child who has a developmental delay?
(A) They buffer stressors, protecting and supporting healthy family interaction patterns
(B) They step in to replace the family's natural caregiving responsibilities and daily roles
(C) They offer no early value and become relevant only after the child reaches adolescent school age
(D) They aim to completely eliminate the requirement of delivering direct therapeutic services to the child

86. Which of the following statements about the development of auditory skills in infants is CORRECT?
(A) Human infants are born deaf and start detecting acoustic stimuli after three months of age
(B) Persistent middle ear infections in early infancy have no biological influence on neural pathway development
(C) The auditory system functions before birth, allowing newborns to recognize their mother's voice
(D) Sound localization abilities emerge exclusively after the toddler has mastered independent upright walking

87. An early childhood special educator notes that a 4-year-old child with autism spectrum disorder exhibits extreme distress during transitions. The teacher creates a "First-Then" visual schedule: visual of "First: Put toys in bin" and "Then: Playground". Why is this strategy effective?
(A) It makes transitions concrete, reducing anxiety by illustrating the reward of task completion
(B) It serves as a physical behavioral tool that forces the child to work past points of physical exhaustion
(C) It removes the requirement for vocal or verbal communication between classroom teachers and the child
(D) It offers tangible, visual proof that the educator maintains absolute and unquestioned behavioral control

88. In early childhood, the process of "myelination" (the formation of a fatty sheath around nerve fibers) is critical because it:
(A) Substantially decreases the velocity of electrical and chemical impulses traveling across neural axons
(B) Triggers a chemical process that causes healthy synaptic connections to break down and degenerate
(C) Initiates developmental processes exclusively after the child reaches the late adolescent age of eighteen years
(D) Accelerates the speed and efficiency of neural signals, aiding rapid motor and cognitive skills

89. Which of the following is an example of an "equipment adaptation" for a child with a severe physical disability who wants to participate in an art activity in a pre-primary classroom?
(A) Instructing the student to sit quietly and watch classmates participate in art from across the room
(B) Providing a brush with a foam-wrapped built-up handle or one attached to a simple head-mount
(C) Excusing the child from art class to attend individual therapy sessions in separate wings
(D) Mandating that the child manipulate standard thin paintbrushes without any adaptive physical aids

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90. When designing an inclusive ECE physical environment, "accessibility" under universal design guidelines means ensuring that:
(A) Restricting classroom access so that only children with documented physical disabilities can enter the space
(B) Removing all chairs and tables to leave the physical room completely empty to avoid physical collisions
(C) Ensuring all children can independently navigate, find materials, and participate in classroom areas
(D) Stocking the room exclusively with clinical therapeutic devices while removing all typical play materials

91. What is the developmental significance of the "social smile" which typically emerges in infants around 6 to 8 weeks of age?
(A) It represents a simple involuntary facial muscle reflex lacking any intentional communication value

(B) It provides clinical proof that the infant has fully mastered cognitive concepts like object permanence
(C) It serves as a biological indicator that the infant's functional visual acuity has reached 20/20 levels
(D) It signals active socio-emotional communication and attachment bonding with caregivers

92. A preschool child is diagnosed with "tactile defensiveness". During a collaborative planning meeting, which of the following accommodations should the team recommend for tactile-based learning activities?
(A) Offering options like using sealed plastic gel bags for sensory tracing or wearing protective gloves
(B) Compelling the child to directly touch highly sticky textures like wet glue and shaving cream repeatedly
(C) Eliminating sensory-motor learning activities entirely from the child's early childhood curriculum
(D) Transferring the child to a separate, isolated classroom environment where sensory tasks are not used

93. What is the primary role of a comprehensive pedagogical and curricular framework for early childhood care and education for children up to the age of 8?
(A) It introduces mandatory, highly formalized, and written standardized examinations for children attending nursery schools
(B) It offers an inclusive, play-based, and multi-level learning framework for all children, including those with disabilities
(C) It limits and restricts foundational learning experiences strictly to digital, screen-based software packages
(D) It establishes a completely separate, segregated special education curriculum to teach children with needs in isolation

94. The process of "Child Tracking" during early childhood plays a vital role in preventing:
(A) Families from enrolling or matriculating their children into local, high-cost private education schools
(B) Secondary disabilities and developmental regression through timely screenings and early supports
(C) Parents from arriving at independent, family-based healthcare and medical choices for their infants
(D) Early educators from adjusting, adapting, or rearranging inclusive physical classroom spaces

95. What does the term "Natural Environments" imply regarding the choice of materials used during early intervention sessions?
(A) Using everyday household items and toys already present in the child's home or community
(B) Utilizing only advanced, high-tech clinical therapeutic equipment during intervention sessions
(C) Selecting materials that are officially imported and approved by clinical pediatric research boards
(D) Conducting sessions without physical toys, relying entirely upon oral and verbal instructions

96. When developing an Individualized Family Service Plan (IFSP), who is designated as the primary coordinator responsible for helping the family coordinate services and navigate across different agencies and disciplines?
(A) The clinical pediatrician who diagnosed the child
(B) The school principal of the local high school
(C) The Service Coordinator
(D) The state medical board director

97. In the context of early childhood sensory development, what is "binocular vision"?
(A) The sensory capacity to focus on and resolve distant objects clearly when one eye is fully closed or covered
(B) The protective ocular reflex of blinking rapidly when an object approaches the face or eye
(C) The specialized biological ability of the eyes to detect fine details in absolute darkness
(D) Integrating visual inputs from both eyes to perceive depth, developing critically during infancy

98. Which of the following highlights the developmental importance of timely resource allocation and support for families of children with developmental delays?
(A) Restricting state funding and financial assistance exclusively to families who maintain verified high-income status

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(B) Prioritizing large-scale medical research trials and clinical experiments over direct family support services
(C) Providing early access to social support, information, and resources to prevent family distress and boost outcomes
(D) Postponing therapeutic intervention until the developing child is of age to attend formal public primary schools

99. Which of the following is the most appropriate way to describe the "Critical Period" for visual development?
(A) Presenting a highly structured written classroom schedule compiled entirely in bold block capital letters
(B) Using concrete, real objects (e.g., a spoon for mealtime, a diaper for change time) to represent tasks
(C) Displaying a highly intricate, multi-layered visual flow chart detailing activities across the entire week
(D) Discontinuing all visual tools, assuming they offer no developmental benefit for severe cognitive needs

100. In an inclusive ECE program, "collaborative planning" means that the special educator and general education teacher work together to:
(A) Planning separate tasks to keep the child with a disability occupied in an isolated corner of the classroom
(B) Engaging in debates regarding which educator holds the sole primary legal responsibility for teaching the student
(C) Ensuring that the standard, general education curriculum is executed rigidly without any modified strategies
(D) Design curriculum adaptations, select UDL tools, and align individual goals with class routines

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ANSWERS

1. (D) Neural plasticity
Neural plasticity involves the nervous system's capacity to modify its structure and function in response to environmental stimuli. This biological flexibility is most pronounced during infancy, allowing the brain to recover from injuries or adapt to sensory changes. It facilitates the formation of new synaptic connections, which is essential for learning and cognitive development throughout the entire human lifespan.

2. (C) Synaptic pruning
Synaptic pruning is a regulatory neurological process where the brain eliminates extra synapses to increase the efficiency of neural transmissions. Occurring primarily between early childhood and adulthood, this refinement strengthens frequently used pathways while removing weaker ones. It ensures that the brain remains organized and adaptable, streamlining information processing during critical stages of psychological and motor development throughout a lifetime.

3. (A) Both A and R are true and R is the correct explanation of A
Early intervention is highly effective during the first three years of life because the human brain is exceptionally receptive to learning. This period is characterized by rapid synaptogenesis and peak neural plasticity, allowing targeted environmental stimulation to shape developmental trajectories. By addressing delays during this critical window, interventions can maximize functional outcomes and mitigate the long-term impact of challenges.

4. (B) Birth to 5 years
The critical period for primary language acquisition spans from birth to approximately five years of age. During this developmental window, the brain is biologically primed to absorb linguistic structures and phonological patterns effortlessly. If a child lacks sufficient exposure to language during this time, acquiring native-level proficiency becomes significantly more challenging due to reduced neural flexibility in linguistic processing centers.

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5. (A) Amblyopia
Amblyopia refers to a permanent reduction in visual acuity that occurs when the brain fails to process inputs from one eye during the critical period. Often caused by uncorrected strabismus, this condition results from the brain favoring one eye over the other to avoid double vision. If not treated early, the neural pathways for the affected eye remain underdeveloped.

6. (A) I and II
The auditory cortex requires consistent acoustic stimulation during the first few years of life to develop functional neural pathways. Children with congenital deafness who receive cochlear implants early, particularly before age two, demonstrate superior spoken language outcomes compared to those implanted later. Auditory deprivation during this sensitive period leads to irreversible structural changes, highlighting the importance of timely intervention.

7. (A) Independent sitting and crawling
Independent sitting and crawling represent a major shift in infant development, moving from involuntary reflexes toward purposeful spatial exploration. These milestones enable infants to interact with their environment intentionally, fostering cognitive and social growth through experience-dependent learning. As mobility increases, the child gains access to diverse sensory inputs, which further stimulates neural development and the acquisition of skills.

8. (D) Brain organization in response to universal, species-typical environmental inputs
Experience-expectant brain development refers to the typical growth of neural circuits in response to universal environmental inputs that every member of a species normally encounters. Examples include exposure to light for visual development and sound for language. The brain expects these stimuli during specific critical periods, and their presence is necessary for the proper structural organization of the nervous system.

9. (B) I, II and III
An Individualized Family Service Plan is a legal document outlining supports for infants and toddlers with developmental delays. It must include the child's current development levels across multiple domains, a statement of family resources and concerns, and specific early intervention services based on peer-reviewed research. Achievement scores compared to school-age norms are not required, as focus remains on family-centered.

10. (C) Creating a structured environment with a visual schedule and a quiet sensory corner
Supporting children with autism spectrum disorder involves creating a predictable and structured classroom environment. Using visual schedules helps reduce anxiety by making transitions clear, while a quiet sensory corner provides a safe space for self-regulation when sensory overload occurs. These accommodations address core challenges related to social communication and repetitive behaviors, promoting better engagement and emotional stability for all.

11. (D) Biological, environmental, or established medical conditions
Young children are considered at risk when they face biological, environmental, or established medical conditions that increase the likelihood of developmental delays. These factors can include premature birth, exposure to toxins, or severe socioeconomic deprivation. Identification of these risks is crucial for initiating preventive measures and early interventions that can support optimal growth and minimize the potential impact on outcomes.

12. (A) Both A and R are true and R is the correct explanation of A
Child tracking systems are essential for monitoring infants identified as being at risk due to factors like low birth weight or prematurity. By systematically recording developmental milestones, these systems ensure that any deviations from typical growth are identified immediately. This continuous monitoring enables timely referrals to interdisciplinary intervention teams, ensuring that children receive the necessary supports during critical stages.

13. (B) Tracking health and developmental milestones to detect and prevent early childhood disabilities
The primary function of a child tracking system is to monitor health and developmental milestones to detect potential disabilities early. By maintaining records of infant growth and progress, healthcare providers can identify delays that might otherwise go unnoticed. This proactive approach facilitates early intervention, which is vital for preventing secondary complications and ensuring that children receive appropriate support during foundational years.

14. (A) Interdisciplinary Model
The interdisciplinary model of assessment involves professionals from various backgrounds who evaluate the child separately but collaborate to create a unified intervention plan. Unlike other models, it emphasizes shared communication and integrated goals while maintaining distinct professional roles. This collaborative approach ensures that the child's needs are addressed holistically, combining expertise from fields like speech therapy and special education.

15. (D) I, II and III
Families of children with disabilities often face significant stressors that can impact household stability. These include the need for specialized information about the condition, interpersonal distress affecting marital and social relationships, and resource-related burdens such as financial costs or lack of service access. Addressing these primary family-level stressors is essential in early intervention to ensure that caregivers can support development.

16. (C) The administrative hierarchy of the intervention agency
Family patterns of interaction are the primary mechanisms influencing child outcomes and include reciprocal parent-child transactions, family-supported learning experiences, and basic health and safety precautions. These daily interactions shape the child's environment and developmental progress. Conversely, the administrative hierarchy of an intervention agency is an external organizational structure that does not represent the internal relational dynamics of families.

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17. (D) Transdisciplinary Assessment
Transdisciplinary assessment is characterized by team members working across disciplinary boundaries to conduct a joint evaluation, often called an arena assessment. This model involves role release, where professionals share information and teach one another skills from their respective fields. This collaborative process results in a more cohesive understanding of the child's needs and a streamlined intervention plan for the family.

18. (B) I, II and III
Universal Design for Learning is a framework focused on providing multiple means of engagement, representation, and action or expression. These core principles ensure that all learners can access information, express their knowledge in various ways, and remain motivated through diverse activities. Standardized, rigid worksheets do not align with these principles, as flexibility and customization meet the unique needs.

19. (B) The home environment during daily family routines
For infants with developmental delays, the home environment during daily routines is the most appropriate setting for intervention. These natural environments provide meaningful contexts where children can practice skills alongside family members in familiar surroundings. Delivering services where the child naturally spends time ensures that learning is functional and easily integrated into everyday activities, which is a fundamental principle.

20. (D) Using non-slip flooring, adjustable tables, and supportive seating with pelvic straps
Environmental adaptations for children with physical coordination difficulties include modifying the physical space to improve accessibility and safety. Using non-slip flooring prevents falls, while adjustable tables and supportive seating with pelvic straps provide the stability needed for participation in classroom activities. These modifications allow children with locomotor disabilities to engage more independently and safely with their peers and materials.

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21. (A) Both A and R are true and R is the correct explanation of A
Open-ended activities are preferred in inclusive classrooms because they allow children at different developmental levels to participate successfully. Unlike prescriptive tasks with a single outcome, these activities encourage creativity and multi-sensory exploration. This flexibility ensures that every child can engage with materials in a way that matches their abilities, fostering a sense of accomplishment and supporting diverse learning needs.

22. (C) Seating her near the teacher, using visual aids, signing/gestures, and providing supportive chairs
For a child with Down Syndrome, hypotonia, and hearing loss, circle time should be modified to maximize participation. Seating the child near the teacher ensures better auditory access and visual clarity of gestures or signs. Providing supportive chairs addresses low muscle tone, while using visual aids compensates for hearing challenges. These interdisciplinary strategies ensure the child is physically stable.

23. (A) Family patterns of interaction and resources to manage stressors
Early intervention focuses on optimizing child development by strengthening family interaction patterns and increasing resources to manage stressors. By supporting the family unit, interventionists help caregivers create a nurturing and stimulating environment for the child. This approach recognizes that the family has the most significant and consistent influence on a young child's growth, making them the central focus.

24. (A) I and II
Early intervention services in natural environments must be integrated into everyday family routines and activities. The focus is on coaching the family so they can support the child's development during typical interactions, rather than relying on clinical equipment. This model ensures that intervention is continuous and functional, utilizing the resources already available in the child's life to promote growth effectively.

25. (B) A text-only list of classroom rules hung high on the wall without illustrations
Visual support materials are designed to make communication and expectations concrete for

single, uniform teaching method to maintain consistency
(C) Requiring every child to execute identical tasks at their desks in the exact same predetermined manner
(D) Using purely silent individual tasks to prevent any potential acoustic or noise distractions in the room

72. Which of the following is a classic sign of developmental language delay in an 18-month-old child?
(A) Not communicating or speaking in fully formed, grammatically correct sentences at this stage of childhood
(B) Having an expressive vocabulary under fifty words while actively using gestures and pointing to indicate needs
(C) An inability to write their own first and last names in printed letters during preschool classroom sessions
(D) Absence of babbling, single words, and failure to respond to simple requests or their name

73. Which of the following is the most appropriate way to describe the "Critical Period" for visual development?
(A) Early childhood (birth to age 8) when sensory input shapes the visual cortex, and deprivation causes permanent deficits
(B) The gestational period in the womb during the first trimester when ocular structures seal and cannot undergo modifications
(C) The initial two weeks immediately following birth during which a newborn infant is physically unable to open their eyes
(D) The adolescent school years when developing children typically start to require corrective optical lenses for reading

74. Which of the following is a key objective of a standardized Mother and Child Protection Card (MCP Card) used in child health and development systems?
(A) To function as a valid national passport and travel document allowing infants to cross international borders
(B) To document official classroom letter grades and academic performance evaluations throughout elementary school
(C) To record immunization, maternal-child health, growth, and guide parents on milestone developmental tracking
(D) To facilitate the opening of fee-free personal banking and financial savings accounts for newborn infants

75. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): In inclusive early childhood classrooms, visual schedules are beneficial not only for children with developmental delays or autism spectrum disorder but also for typically developing peers.
Reason (R): Young children are in a pre-literate stage of development, and visual icons provide clear, universally understandable representations of daily routines, fostering independence for all.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. What type of adaptation is represented by providing a preschooler who has difficulty grasping with chunky crayons wrapped in foam tubing?
(A) Equipment adaptation
(B) Curriculum adaptation
(C) Visual support adaptation
(D) Environmental structural modification

77. Which of the following is a major principle of "Family-Centered Practice" in early childhood intervention?
(A) The professional experts independently draft the intervention plan and direct family members on exact steps to take
(B) The family is the unit of service, and their priorities and values guide all intervention decisions
(C) The developing child is removed from the household to receive clinical therapy sessions in isolated centers
(D) Caregivers are instructed to remain passive observers during all therapeutic and educational interventions

78. In early cognitive development, when a child understands that an object continues to exist even when it is hidden from view, they have achieved "Object Permanence". This milestone is achieved during which stage of cognitive development?

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34. (C) Using structured peer-buddy games where children sit to play board games at an accessible table
To foster friendship and engagement for a child using a wheelchair, teachers should implement structured peer-buddy activities that minimize physical barriers. Using an accessible table for board games allows all children to participate on equal footing. This approach encourages direct social interaction and cooperation, helping peers see the child's abilities rather than focusing on their disability, promoting a social environment.

35. (B) Informing families on development, embedding strategies in daily routines, and offering emotional support
Family education in early childhood special education focuses on providing caregivers with information about development and strategies to embed learning into daily routines. It also offers emotional support to help families navigate the challenges of raising a child with special needs. By empowering parents with knowledge and skills, these programs ensure that the child receives consistent developmental support.

36. (B) I, II and III
Creating an inclusive environment for children with visual impairments involves keeping the classroom layout stable to build spatial confidence. High-contrast borders on transitions and tactile cues at activity areas help the child navigate independently. These modifications use remaining vision and touch to provide environmental information. Removing tactile toys is counterproductive, as sensory exploration is vital for early learning.

37. (A) The general education teacher, special educator, and supporting therapists
Collaborative planning sessions in inclusive settings should ideally involve the general education teacher, special educator, and supporting therapists. These regular meetings allow the team to align their strategies, discuss progress, and plan curriculum adaptations together. By including the professionals who work directly with the child, the team ensures that interventions are consistently applied across various classroom activities and routines.

38. (C) Children with disabilities participate in standard classroom activities and routines alongside peers, using supports
Full participation in inclusive early childhood education means that children with disabilities engage in the same activities and routines as their peers, using necessary supports. It rejects segregation or passive observation, emphasizing that every child belongs in the standard classroom setting. Through modifications and accommodations, educators ensure that the child is an active member of the classroom community, promoting social growth.

39. (A) Both A and R are true and R is the correct explanation of A
Transition planning must begin at least six months before a child's third birthday to ensure a smooth move from early intervention to school services. Because transitions can be stressful and disruptive, coordinated planning between families, early intervention systems, and school agencies is essential. This proactive approach helps maintain service continuity and ensures that the child's needs are addressed correctly.

40. (D) Coaching-based service delivery model
The coaching-based service delivery model focuses on providing consultation to caregivers rather than delivering direct therapy to the child. Professionals work with parents to identify opportunities for intervention within daily routines and teach them specific strategies. This approach empowers families to become the primary facilitators of their child's development, ensuring that support is integrated into the child's natural everyday environment.

41. (C) 3 years
Stacking four blocks, copying a circle, using scissors, and jumping with both feet are typical milestones for a three-year-old child. At this age, fine motor skills have progressed enough to handle tools like scissors and pens for simple shapes, while gross motor development allows for bilateral coordination in jumping. These achievements reflect significant cognitive and physical growth during early childhood.

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42. (A) I, III and IV
Effective parent partnerships are built on recognizing the family as the primary expert on their child and maintaining complete transparency in information sharing. Respecting cultural and

8. A child with autism spectrum disorder frequently taps his pencil loudly on his desk during independent math tasks. The special education teacher notices that every time the child taps his pencil, the classroom assistant immediately walks over, sits next to him, and talks to him in a soothing voice. Consequently, the rate of pencil-tapping has increased over the past two weeks.
What is the maintaining contingency for the pencil-tapping behavior in this scenario?
(A) Positive reinforcement via social mediated attention
(B) Negative reinforcement via escape from the math task
(C) Positive reinforcement via automatic sensory feedback
(D) Negative reinforcement via avoidance of peer interaction

9. Which behavior recording system is most appropriate for measuring high-frequency, short-duration behaviors such as motor tics or hand-flapping, where discrete starts and stops are hard to distinguish over long observation periods?
(A) Latency Recording
(B) Partial-Interval Recording
(C) Event Recording
(D) Permanent Product Recording

10. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): Momentary Time Sampling tends to underestimate high-rate behaviors but is highly practical for classroom teachers managing multiple students.
Reason (R): The observer only records whether the target behavior is occurring at the exact second each interval ends, rather than observing the entire interval duration.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which type of assessment of behavior involves systematically manipulating antecedents and consequences in a controlled analogue setting to observe their direct effects on the target behavior?
(A) Functional Analysis
(B) Indirect Functional Assessment
(C) Direct Descriptive ABC Observation
(D) Ecobehavioural Assessment

12. Given below are assessment methods:
I. Structured interviews with parents and teachers.
II. ABC narrative data collection in the classroom.
III. Direct systematic manipulation of environmental contingencies (Analogue assessment).
IV. Behavioral rating scales and checklists.
Which of the above are classified as indirect functional behavior assessment methods?
(A) I and II only
(B) I and IV only
(C) II and III only
(D) III and IV only

13. When selecting a target behavior for modification in a student with multiple disabilities, which criterion holds the highest priority under the principle of "social validity"?
(A) The ease with which the behavior can be recorded by the classroom assistant
(B) The alignment of the behavior change with the teacher's personal aesthetic preferences
(C) The historical prominence of the behavior in classical behavioral research literature
(D) The functional relevance of the behavior to the student's independent life and safety

14. Which of the following is an example of negative reinforcement in a classroom setting?
(A) A student is given a golden star sticker for completing a reading passage on time.
(B) A student is placed in a non-exclusionary time-out area for throwing crayons.
(C) A teacher stops reprimanding the class once all students sit down quietly.
(D) A teacher removes a token from a student's desk when they shout out an answer.

15. Given below are features regarding primary reinforcers:
I. They do not require a prior learning history or pairing with other reinforcers.
II. They are biologically determined and related to survival.
III. Examples include food, water, warmth, and physical comfort.
IV. They are highly susceptible to rapid satiation compared to conditioned reinforcers.
V. They are also known as secondary reinforcers.

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51. (B) I, II, III and IV
A comprehensive early childhood screening card tracks physical growth parameters, motor milestones, social and language development, and immunization compliance. These indicators provide a holistic view of the child's health and development during the foundational years. Early academic testing is not included in these screenings, as the focus remains on identifying developmental delays and ensuring health rather than evaluating formal schooling.

52. (D) Conductive hearing loss that delays speech and language development
Persistent middle ear infections with fluid, known as otitis media with effusion, can cause fluctuating conductive hearing loss. During the first two years of life, this reduction in auditory input can significantly delay speech and language development. Because this period is critical for phonological acquisition, uncorrected hearing issues can interfere with the child's ability to process and imitate human speech.

53. (A) Painting a picture about feelings using choice materials like sponges, brushes, or fingers
Painting with choice materials like sponges, brushes, or fingers is an open-ended activity because it has no single correct outcome. This allows children with different motor abilities and sensory preferences to engage in the same task at their own level. In an inclusive classroom, such activities foster participation for everyone, encouraging creative expression while accommodating the diverse developmental needs involved.

54. (C) Microsystem
In ecological systems theory, the microsystem refers to the immediate environment where the child lives and interacts, such as the family and childcare setting. This system has the most direct and profound impact on a young child's development. Early intervention services target this level because modifying the child's closest relationships and daily experiences is the most effective way to support growth.

55. (A) Parallel play
Parallel play occurs when children play near each other with similar materials but do not interact or share a common goal. This stage of social development is typical for two-year-olds as they begin to transition from solitary play to more social forms of engagement. It represents an important milestone in becoming aware of peers while still focusing on individual exploration.

56. (D) Reducing developmental delays, boosting family capacity, and preventing secondary problems
The primary goals of early intervention are to reduce developmental delays, enhance the family's capacity to support their child, and prevent secondary problems. By providing services early, these programs aim to optimize the child's developmental trajectory and improve long-term outcomes. This approach focuses on strengthening the natural support systems in the child's life, ensuring they receive help during critical growth.

57. (A) Both A and R are true and R is the correct explanation of A
Outcomes in an Individualized Family Service Plan should be written as functional, routine-based statements to ensure they are meaningful for the family. These goals focus on skills needed for daily activities like mealtime or play, allowing learning opportunities to be embedded into the child's natural life. This approach makes intervention practical and sustainable compared to focusing solely on clinical scores.

58. (C) A visual "First-Then" picture board for transitions
A "First-Then" picture board is a visual support tool designed to help children understand transitions and sequences. By showing what needs to be done first and what will happen afterward, it reduces anxiety about changes in the routine. This tool makes expectations concrete and is particularly helpful for children with communication delays who may struggle with abstract verbal instructions about future.

59. (D) Offering tools like scoops or cups to avoid touch, or letting the child choose an alternative task
For a child with tactile defensiveness, forcing contact with sensory materials can be distressing and counterproductive. Instead, providing tools like scoops or cups allows them to participate in the activity without direct skin contact. Offering alternative tasks also respects the child's sensory limits. These strategies ensure that the child is included while maintaining a comfortable and safe environment for learning.

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linguistic diversity is also essential for creating a supportive relationship. Professional-driven decision-making and rigid scheduling without parental input are not collaborative practices; rather, they undermine the family-centered approach required for successful early childhood intervention.

43. (D) Presenting single items on a plain, dark, high-contrast background
Children with cortical visual impairment often struggle with visual clutter and complexity. Presenting a single item on a plain, dark, high-contrast background helps the child focus on the object without being overwhelmed by background noise. This modification simplifies the visual field, making it easier for the brain to process information, which is a critical strategy for supporting visual learning.

44. (A) Other brain regions can reorganize and assume lost functions, especially with early sensory stimulation
Neural plasticity allows the brain to reorganize and assign functions to healthy regions when a focal injury occurs early in life. Because the young brain is highly flexible, other areas can compensate for the damage, especially when encouraged through early sensory stimulation and therapeutic intervention. This biological capacity for reorganization offers a hopeful path for recovery and skill development after trauma.

45. (B) Weighted, built-up utensils, suction-base plates, and supportive seating with trunk and foot rests
For a child with athetoid cerebral palsy and involuntary movements, mealtime adaptations are essential for independence. Weighted or built-up utensils are easier to grasp and control, while suction-base plates prevent sliding during involuntary movements. Supportive seating with trunk and foot rests provides the stability needed for the child to focus on feeding themselves. These modifications promote self-care and participation.

46. (B) Lack of early exposure to speech sounds leads to permanent difficulties in native-like pronunciation and accent
The critical period for phonological acquisition implies that early exposure to speech sounds is necessary for developing native-like pronunciation. If a child is not exposed to specific sounds during this window, their ability to perceive and produce them with precision decreases. This suggests that the biological capacity for mastering the phonetic nuances of a language is most potent in early childhood.

47. (A) Ages and Stages Questionnaires (ASQ-3)
The Ages and Stages Questionnaires is a widely used screening tool for identifying developmental delays in young children. It relies on parent-reported observations across five key domains: communication, gross motor, fine motor, problem solving, and personal-social. By utilizing the parents' knowledge of the child's daily abilities, the tool provides an efficient and effective way to monitor progress and detect concerns.

48. (A) Both A and R are true and R is the correct explanation of A
Anganwadi workers play a crucial role in early identification because they are situated within local communities and have regular contact with families. Through routine growth monitoring and tracking of developmental milestones, they can identify children at risk of disabilities early. This community-based approach ensures that vulnerable children are recognized and referred for further assessment, bridging the gap between healthcare and families.

49. (B) 4 to 6 months
Primitive reflexes like the Moro and Tonic Neck reflexes should normally disappear by four to six months of age. As the infant's nervous system matures, these involuntary movements are replaced by voluntary motor control. If these reflexes persist beyond this window, it may signal underlying neurological dysfunction or conditions like cerebral palsy, necessitating a thorough clinical evaluation by a pediatric specialist.

50. (C) Role Release
Role release is a key process in the transdisciplinary model where specialists share their expertise with a primary service provider. This allows one person to implement strategies across multiple domains, such as speech and physical therapy, under the guidance of experts. This approach simplifies the intervention process for families and reduces the number of professionals interacting directly with the child daily.

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adaptive skills, language development, and gross motor abilities. By screening these areas, healthcare providers can identify children who may be falling behind their peers, allowing for early referral to diagnostic and intervention services.

69. (A) Using bold high-contrast outlines and directed task lighting
For children with low vision, using bold high-contrast outlines and directed task lighting during table-top activities is highly effective. These modifications help the child distinguish between materials and background, making it easier to see what they are working on. By enhancing the visual clarity of the task, educators support the child's independence and participation in the same activities.

70. (C) To continuously monitor vulnerable infants so they do not miss crucial healthcare and educational services
The primary purpose of child tracking is to continuously monitor vulnerable infants to ensure they receive essential healthcare and educational services. By keeping records of growth and milestones, tracking systems prevent children from falling through the cracks of the service system. This ongoing monitoring facilitates timely interventions, which are critical for addressing developmental delays early and improving the long-term prospects.

71. (A) Offering choices in play activities, varying challenges, and options for group or individual work
To provide multiple means of engagement in a UDL classroom, teachers should offer choices in play activities and vary the levels of challenge. This allows children to select tasks that match their interests and capabilities, keeping them motivated and involved. Providing options for group or individual work also recognizes diverse social preferences, ensuring that every child can find meaningful engagement.

72. (D) Absence of babbling, single words, and failure to respond to simple requests or their name
A classic sign of developmental language delay in an 18-month-old is the absence of babbling or single words and a failure to respond to their own name. While infants of this age are not expected to use full sentences, they should be attempting to communicate through vocalizations. Lack of these foundational communication behaviors warrants further investigation into the child's hearing.

73. (A) Early childhood (birth to age 8) when sensory input shapes the visual cortex, and deprivation causes permanent deficits
The critical period for visual development spans from birth to approximately age eight. During this time, sensory input from the eyes is necessary to shape the neural pathways in the visual cortex. If visual deprivation occurs due to conditions like uncorrected cataracts, it can lead to permanent deficits because the brain's ability to reorganize for vision decreases after this window closes.

74. (C) To record immunization, maternal-child health, growth, and guide parents on milestone developmental tracking
The Mother and Child Protection Card is used to record essential health information, including immunizations and maternal-child health services. It also serves as a guide for parents to track their child's growth and developmental milestones. By documenting this information in one place, the card ensures continuity of care and helps families identify potential concerns early, promoting the child's overall healthy development.

75. (A) Both A and R are true and R is the correct explanation of A
Visual schedules are beneficial for all young children because they are in a pre-literate stage where icons are easier to understand than written words. These tools provide a clear representation of daily routines, which reduces anxiety and fosters independence for everyone in the classroom. By making the sequence of events predictable, visual schedules help all children navigate transitions successfully and stay.

76. (A) Equipment adaptation
Providing chunky crayons wrapped in foam tubing is an example of an equipment adaptation. This modification changes the physical properties of a tool to make it easier for a child with grasping difficulties to use. By making simple adjustments to standard classroom materials, educators ensure that children with physical challenges can participate in fine motor activities alongside their peers, promoting inclusion.

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93. (B) It offers an inclusive, play-based, and multi-level learning framework for all children, including those with disabilities
The primary role of an ECCE framework is to provide an inclusive, play-based, and multi-level learning structure for all children up to age eight. It emphasizes developmentally appropriate practices that cater to individual needs, including those of children with disabilities. This approach ensures that early education is flexible and supportive, focusing on holistic development rather than rigid academic standards during years.

94. (B) Secondary disabilities and developmental regression through timely screenings and early supports
Child tracking is vital for preventing secondary disabilities and developmental regression by ensuring timely screenings and supports. By continuously monitoring children at risk, tracking systems help identify emerging issues before they become more severe. This proactive approach allows for early intervention, which can mitigate the impact of initial delays and support the child's overall growth, leading to better long-term outcomes.

95. (A) Using everyday household items and toys already present in the child's home or community
In natural environments, early intervention utilizes everyday household items and toys that are already present in the child's life. This choice of materials makes learning more relevant and ensures that families can easily continue the intervention strategies outside of professional sessions. Using familiar objects promotes the generalization of skills across different settings and makes the intervention process more sustainable for families.

96. (C) The Service Coordinator
The service coordinator is responsible for helping families navigate the various systems and agencies involved in early intervention. They serve as the primary point of contact, coordinating services and ensuring that the IFSP is implemented effectively. This role is essential for reducing family stress and ensuring that the child receives integrated support from different disciplines, such as therapy and education.

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97. (D) Integrating visual inputs from both eyes to perceive depth, developing critically during infancy
Binocular vision is the ability to integrate visual inputs from both eyes into a single image, which is necessary for perceiving depth and distance. This capacity develops critically during infancy as the brain learns to coordinate eye movements and process overlapping information. Proper development of binocular vision is essential for motor tasks, such as reaching and crawling, and requires clear sensory input.

98. (C) Providing early access to social support, information, and resources to prevent family distress and boost outcomes
Providing early access to information and resources is essential for preventing family distress and improving developmental outcomes. When families of children with delays are well-supported, they are better able to participate in intervention and provide a nurturing environment. Timely resource allocation ensures that parents have the tools and emotional support needed to manage challenges, which directly benefits the child's long-term developmental progress.

99. (B) Using concrete, real objects (e.g., a spoon for mealtime, a diaper for change time) to represent tasks
Using concrete, real objects to represent tasks is a highly effective visual support strategy for young children with severe cognitive needs. For example, showing a spoon indicates mealtime, and a diaper represents change time. This method provides the most direct link between an object and an activity, making daily routines more predictable and understandable for children who struggle with abstract symbols.

100. (D) Design curriculum adaptations, select UDL tools, and align individual goals with class routines
Collaborative planning in an inclusive program involves the special educator and general education teacher working together to design curriculum adaptations and select universal design tools. Their goal is to align individual developmental objectives with general classroom routines. This teamwork ensures that children with disabilities are meaningfully included in standard activities and that their specific support needs are addressed consistently throughout the school day.

85. (A) They buffer stressors, protecting and supporting healthy family interaction patterns
Supports and resources like social networks and financial assistance act as buffers against stressors for families of children with developmental delays. By reducing family distress, these resources protect and support healthy interaction patterns within the household. This stability is essential because a well-supported family is better equipped to provide the nurturing and stimulating environment that is critical for the child's progress.

86. (C) The auditory system functions before birth, allowing newborns to recognize their mother's voice
The human auditory system is functional before birth, allowing newborns to recognize their mother's voice immediately. Infants are biologically primed to attend to speech sounds and can detect acoustic stimuli shortly after birth. This early sensitivity to sound is essential for language development, as it allows the brain to begin processing linguistic patterns and forming the neural connections necessary for future communication.

87. (A) It makes transitions concrete, reducing anxiety by illustrating the reward of task completion
A "First-Then" schedule is effective because it makes the sequence of activities concrete and visual, which reduces anxiety during transitions. For a child with autism, seeing the reward that follows a task can motivate them to complete the required work. By illustrating the relationship between a task and a preferred activity, this tool provides clear expectations and helps the child self-regulate.

88. (D) Accelerates the speed and efficiency of neural signals, aiding rapid motor and cognitive skills
Myelination is a critical process where a fatty sheath forms around nerve fibers, significantly increasing the speed and efficiency of neural signals. This acceleration of communication within the nervous system aids in the rapid acquisition of motor and cognitive skills during early childhood. By streamlining information processing, myelination allows the brain to coordinate complex actions and learn new information more effectively over time.

89. (B) Providing a brush with a foam-wrapped built-up handle or one attached to a simple head-mount
Providing a paintbrush with a foam-wrapped handle or a head-mount is a practical equipment adaptation for a child with a severe physical disability. These modifications allow the child to participate in art activities alongside their peers by compensating for limited hand function. By adapting tools to fit the child's abilities, educators promote independence and ensure that every child can express themselves creatively.

90. (C) Ensuring all children can independently navigate, find materials, and participate in classroom areas
In a UDL environment, accessibility means that all children can independently navigate the classroom, find materials, and participate in activities. It involves removing physical and social barriers to ensure that every child, regardless of their ability, can engage fully with the learning environment. This inclusive approach ensures that the physical space supports the diverse needs of all learners, promoting autonomy and belonging.

91. (D) It signals active socio-emotional communication and attachment bonding with caregivers
The emergence of the social smile at six to eight weeks of age signals the beginning of active socio-emotional communication. Unlike earlier reflexive smiles, the social smile is a response to human faces and interactions, indicating attachment bonding between the infant and caregivers. This milestone is a key indicator of typical development and reflects the child's growing awareness of and engagement with their world.

92. (A) Offering options like using sealed plastic gel bags for sensory tracing or wearing protective gloves
Accommodations for a child with tactile defensiveness include offering options like using sealed plastic gel bags for sensory tracing or wearing protective gloves. These strategies allow the child to participate in tactile activities without direct exposure to distressing textures. By providing alternative ways to engage, educators respect the child's sensory needs while still encouraging exploration and participation in classroom experiences.

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77. (B) The family is the unit of service, and their priorities and values guide all intervention decisions

A major principle of family-centered practice is that the family is the unit of service, and their priorities guide all decisions. Professionals work in partnership with caregivers, recognizing that the family's values and needs are central to the intervention plan. This approach empowers parents and ensures that services are relevant and supportive of the child's development within their natural home.

78. (A) Sensorimotor Stage

Object permanence is the understanding that objects continue to exist even when they are no longer visible. This cognitive milestone is achieved during the sensorimotor stage, which lasts from birth to approximately two years of age. Mastering this concept allows infants to form mental representations of the world, leading to more complex interactions with their environment and the people around them as growth.

79. (A) A physical therapist and an occupational therapist

For a child with suspected developmental coordination disorder, an interdisciplinary team should include a physical therapist and an occupational therapist. The physical therapist focuses on gross motor skills and overall mobility, while the occupational therapist addresses fine motor coordination and sensory-motor processing. Together with the special educator, these professionals provide a comprehensive approach to improving the child's ability to navigate their environment.

80. (C) Conducting a home meeting with parents and grandfather to identify routines, priorities, and resources

Best practice for developing an IFSP involves meeting with the entire caregiving team, including parents and active grandparents, in their home environment. This allows the team to identify family routines, priorities, and available resources accurately. By including the grandfather, who is a primary caregiver, the plan becomes functional and realistic, ensuring that strategies are consistently implemented during the child's daily life.

81. (D) Structuring cooperative play tasks and actively modeling positive social interactions among peers

To promote social interactions and friendships in an inclusive classroom, teachers should structure cooperative play tasks and model positive social behaviors. By actively facilitating interactions between children with disabilities and their typical peers, educators help build a supportive social environment. These structured opportunities allow children to learn from one another and develop the social skills necessary for meaningful relationships and successful classroom inclusion.

82. (C) A diagnosed condition with a high probability of causing developmental delays, such as Down syndrome

Established risk refers to medical conditions that are known to have a high probability of causing developmental delays. Common examples include genetic disorders like Down syndrome or neurological conditions identified at birth. Because these conditions have a predictable impact on growth, children with such diagnoses are automatically eligible for early intervention services to provide support as soon as possible, even before specific delays manifest.

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83. (B) A realistic color photo or the actual physical object

A realistic color photo or the actual physical object represents the most concrete level of visual representation. For young children with communication challenges, these items provide a direct and unambiguous link to the concept being discussed. As children develop more advanced cognitive and symbolic skills, they can transition to more abstract representations like line drawings or written words to express needs.

84. (A) Both A and R are true and R is the correct explanation of A

Peer-mediated interventions are effective because young children naturally learn through imitation and social interaction with their peers. By teaching typical children how to prompt and praise a classmate with delays, educators create natural learning opportunities within play settings. This approach not only supports the child with special needs but also fosters empathy and social skills in peers, strengthening the community.

CHAPTER 15
Applied Behaviour Analysis

1. Which of the following defines Applied Behaviour Analysis (ABA) as a scientific discipline?
(A) A scientific approach to identifying environmental variables that influence socially significant behavior
(B) A psychodynamic framework focusing on resolving subconscious internal conflicts of neurodivergent students
(C) A cognitive-behavioural model prioritizing internal mental processes over observable environmental variables
(D) A developmental therapy model based primarily on unstructured sensory experiences in natural settings

2. The core behavioral principle that states that behavior is a function of its immediate consequences is central to which conceptual framework of learning?
(A) Classical Conditioning
(B) Social Learning Theory
(C) Operant Conditioning
(D) Cognitive Constructivism

3. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): In Applied Behaviour Analysis, target behaviours must be defined in observable and measurable terms.
Reason (R): Subjective internal states such as "anger" or "frustration" cannot be directly validated, recorded, or reliably evaluated for inter-observer agreement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following features represents a defining dimension of Applied Behaviour Analysis?
(A) Intuitive, Cognitive, Subjective, and Non-functional
(B) Diagnostic, Prescriptive, Remedial, and Clinical
(C) Internalized, Structural, Developmental, and Psycho-educational
(D) Technological, Applied, Conceptually Systematic, and Generality

5. Given below are statements regarding the characteristics of a behavior:
I. It must involve a biological organism's movement or interaction with the environment.
II. It must be observable by at least one external person using senses or measurement tools.
III. It must exclude covert physiological responses such as heart rate or internal muscle tension.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

6. When a special educator observes a student's behavior and records the exact time that elapses between the presentation of an instruction (discriminative stimulus) and the initiation of the student's response, which recording system is being utilized?
(A) Event Recording
(B) Duration Recording
(C) Latency Recording
(D) Momentary Time Sampling

7. In a Functional Behaviour Assessment (FBA), what is the primary objective of performing a direct descriptive assessment using an ABC contingency observation chart?
(A) To diagnose underlying neurological subtypes of a student's intellectual disability
(B) To rank academic performance in direct comparison to national normative cohorts
(C) To determine appropriate pharmacological interventions for sensory hyper-reactivity
(D) To identify functional relations between antecedents, behaviors, and consequences

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60. (A) Community health centers, Anganwadis, and district hospitals
Early identification of developmental delays is prioritized at the community level through health centers, Anganwadis, and district hospitals. These locations are the first point of contact for many families, making them ideal for routine screening and monitoring. By identifying concerns early at the local level, systems can ensure timely referrals to specialized services, which is essential for maximizing intervention effectiveness.

61. (B) Three years of preschool plus Grades 1 and 2 (five years total)
The foundational stage of school education encompasses five years of learning, beginning with three years of preschool followed by Grades 1 and 2. This structure recognizes the continuity of development between early childhood and the early primary years. By grouping these years together, educational frameworks can ensure that teaching methods remain play-based and developmentally appropriate for children up to age.

62. (B) Providing a simple PECS booklet or a picture communication board to let her express her choices
Meera's frustration stems from an inability to communicate her needs despite having good understanding and cognitive skills. Providing a picture communication board or booklet offers an immediate way for her to express choices visually. This strategy reduces the need for challenging behaviors by giving her a functional communication tool, which serves as a vital bridge while expressive language continues developing.

63. (A) Any standard setting where children without disabilities typically play and participate
Natural environments are settings where children without disabilities typically spend their time, such as the home, neighborhood parks, or community preschools. In early intervention, using these settings ensures that learning occurs in familiar contexts where skills are most relevant. This approach promotes the generalization of skills and allows families to integrate intervention strategies into their existing daily routines and social activities.

64. (C) Motor control progressing from the head downward to lower parts of the body
The cephalocaudal trend describes the sequence of motor development where control progresses from the head downward toward the feet. Infants first gain control over their neck and head movements, followed by the upper body and arms, and eventually the legs for walking. This pattern reflects the biological maturation of the nervous system and is a fundamental principle of physical growth during infancy.

65. (D) Reaching with the entire arm before using a fine pincer grasp with the fingers
The proximodistal trend refers to motor development progressing from the center of the body outward to the extremities. An example of this is a child learning to reach with their entire arm before developing the fine pincer grasp with their fingers. This pattern shows how infants master control over large muscle groups near the torso before achieving precision in their limbs.

66. (A) Both A and R are true and R is the correct explanation of A
In a transdisciplinary team, role release is a deliberate process where a primary service provider implements strategies across various domains. This reduces the number of professionals directly handling a child, which is especially beneficial for infants who are fragile or easily overwhelmed by strangers. By sharing expertise, the team ensures that the child's development is supported holistically through a single point.

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67. (B) Mutual trust, respect, shared decision-making, and open, non-jargon-heavy communication
Successful parent-professional collaboration is founded on mutual trust, respect, and shared decision-making. Communication should be open and free from excessive technical jargon to ensure that parents can fully participate in the process. Recognizing parents as equal partners who possess unique expertise about their child ensures that intervention plans are realistic and aligned with the family's priorities and routines.

68. (D) Personal-Social, Fine Motor-Adaptive, Language, and Gross Motor
The Denver Developmental Screening Test-II is used to monitor the progress of children from birth to six years across four specific domains. These include personal-social skills, fine motor-

Which of the above statements are true regarding primary reinforcers?
(A) I, II, III, and IV only
(B) I, II, III, and V only
(C) II, III, IV, and V only
(D) I, III, and V only

16. A child is on a reinforcement schedule where they receive a token for every fifth correct math problem they solve. This is an example of which reinforcement schedule?
(A) Variable Ratio 5 (VR5)
(B) Fixed Interval 5 (FI5)
(C) Variable Interval 5 (VI5)
(D) Fixed Ratio 5 (FR5)

17. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): Variable schedules of reinforcement produce higher, more stable rates of responding than fixed schedules of reinforcement.
Reason (R): Under variable schedules, the individual cannot predict which specific response will produce the reinforcing consequence, reducing post-reinforcement pauses.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

18. In Discrete Trial Teaching (DTT), what is the operational definition of the discriminative stimulus (S^D)?
(A) A stimulus delivered after a response that decreases its future frequency
(B) An internal state of deprivation that enhances a reinforcer's effectiveness
(C) A stimulus in the presence of which a given behavior is reinforced
(D) A physical prompt used to guide a student's body through a target response

19. When teaching a student to write their name, the special educator initially places her hand over the student's hand to guide the pencil. This prompt is classified as which type of prompt?
(A) Physical Prompt
(B) Positional Prompt
(C) Gestural Prompt
(D) Visual Prompt

20. Given below are steps in a single Discrete Trial Teaching (DTT) sequence:
I. Delivery of the consequence (reinforcement or error correction).
II. Presentation of the discriminative stimulus (S^D).
III. Inter-Trial Interval (ITI).
IV. Student's response.
V. Provision of a prompt (if necessary).
What is the correct sequence of these steps during a standard discrete trial?
(A) II → V → IV → I → III
(B) V → II → IV → III → I
(C) II → IV → V → I → III
(D) V → I → II → IV → III

21. Which prompt-fading procedure involves starting with the most intrusive physical assistance and gradually moving to less intrusive prompts (such as gestural or verbal) as the student shows mastery?
(A) Least-to-Most Prompting
(B) Most-to-Least Prompting
(C) Graduated Guidance
(D) Time Delay Prompting

22. A child with moderate intellectual disability is being taught to wash her hands using task analysis. The teacher first teaches her to turn on the tap, while performing all subsequent steps for her. Once she masterfully turns on the tap independently, the teacher requires her to turn on the tap and wet her hands before receiving reinforcement.
Which behavioral chaining procedure is the teacher implementing?
(A) Backward Chaining
(B) Total Task Presentation
(C) Forward Chaining
(D) Backward Chaining with Leap Ahead

23. What is the fundamental difference between positive reinforcement and negative reinforcement?
(A) Positive reinforcement increases behavior, whereas negative reinforcement decreases behavior.
(B) Positive reinforcement uses primary reinforcers, whereas negative reinforcement uses secondary reinforcers.
(C) Positive reinforcement is applied in classrooms, whereas negative reinforcement is only applied in clinical settings.
(D) Positive reinforcement involves adding a

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86. Which recording system is best suited for measuring a behavior that produces a tangible, physical outcome that remains intact after the behavior occurs (e.g., number of math worksheets completed, spelled words written)?
(A) Duration Recording Procedure
(B) Latency Recording Procedure
(C) Permanent Product Recording
(D) Whole-Interval Recording

87. What is fading in the context of stimulus control in special education?
(A) The gradual reduction of the physical size or quality of a reinforcer to prevent early satiety
(B) The systematic decrease in the future frequency of a target response under extinction procedures
(C) The natural physical degradation and wearing down of classroom teaching aids due to frequent use
(D) The systematic removal of a prompt while the response moves under natural stimulus control

88. In an independent group contingency system:
(A) Each student who meets the criterion receives reinforcement, independent of peer performance.
(B) The classroom is divided into competing teams, and the team with the best performance wins a prize.
(C) No individual student receives reinforcement unless every single student in the class meets the goal.
(D) One target student is randomly selected, and if they meet the goal, the entire class gets a reward.

89. Which of the following is a key feature of discrete trial teaching (DTT)?
(A) It is child-led, unstructured, and takes place entirely within natural free-play environments.
(B) It involves structured, teacher-directed trials with clear beginnings and ends.
(C) It strictly avoids the use of tangible reinforcers, relying entirely on intrinsic motivation.
(D) It is designed to teach general abstract concepts rather than specific, discrete target skills.

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90. What is the primary purpose of conducting a preference assessment before starting an Applied Behaviour Analysis intervention?
(A) To identify the official underlying medical or psychiatric diagnosis of the student
(B) To identify items or activities likely to serve as effective reinforcers
(C) To assess the general cognitive capabilities and intellectual IQ level of the student
(D) To evaluate the classroom teacher's preferred instructional style and methodology

91. In a fixed interval 2-minute (FI 2) schedule of reinforcement, when is the reinforcer delivered?
(A) For the first correct response after 2 minutes have elapsed since the last reinforcement
(B) For every single correct response that is emitted within any given two-minute interval
(C) Following exactly two minutes of continuous, uninterrupted engagement in the behavior
(D) Randomly during a two-minute block of time regardless of the student's active behavior

92. Which of the following is a potential limitation of using continuous reinforcement (CRF/FR 1) during the maintenance phase of a skill?
(A) It is slow to establish new behaviors during the initial acquisition phase.
(B) It requires complex calculations that are difficult for classroom teachers to manage.
(C) It is highly vulnerable to rapid extinction and satiation effects.
(D) It cannot be used with secondary or conditioned reinforcers.

93. What is the high-probability request sequence (also known as behavioral momentum)?
(A) Presenting multiple difficult academic tasks in rapid succession before offering an easy task
(B) Demanding a high rate of behavioral compliance under immediate threat of classroom response cost
(C) Using a continuous intrusive physical prompt to force compliance with a low-probability request
(D) Presenting several easy requests immediately before presenting a target difficult request

94. Which of the following is an example of an exclusionary time-out?
(A) The student sits on a chair at the edge of the classroom, watching peers complete activities but not participating.

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. What is the definition of "Differential Reinforcement of Alternative Behaviour" (DRA)?
(A) Reinforcing any other behavior than the problem behavior during a specified interval of time
(B) Reinforcing an alternative behavior that cannot physically coexist with the problem behavior
(C) Reinforcing a target behavior only when it occurs below a specific predetermined rate limit
(D) Reinforcing a functional alternative behavior while placing the problem behavior on extinction

33. A child frequently speaks out of turn in class, interrupting the teacher. The teacher decides to reinforce the child only when the behavior of speaking out of turn occurs fewer than three times during a 45-minute lesson.
Which differential reinforcement procedure is being used?
(A) Differential Reinforcement of Low Rates of Responding (DRL)
(B) Differential Reinforcement of Other Behaviour (DRO)
(C) Differential Reinforcement of Incompatible Behaviour (DRI)
(D) Differential Reinforcement of Alternative Behaviour (DRA)

34. What is the key distinction between Differential Reinforcement of Incompatible Behaviour (DRI) and Differential Reinforcement of Alternative Behaviour (DRA)?
(A) DRA is reserved for high-frequency behaviors, whereas DRI is used only to manage low-frequency non-compliance.
(B) DRI involves positive reinforcement contingencies, whereas DRA utilizes negative reinforcement procedures.
(C) DRI requires the alternative behavior to be physically incompatible with the problem behavior, while DRA does not.
(D) DRA focuses strictly on teaching academic skills, whereas DRI focuses exclusively on reducing sensory behaviors.

35. Given below are scenarios:
I. A teacher ignores a student's screaming which was previously maintained by attention.
II. A teacher takes away a student's recess time for not completing schoolwork.
III. A teacher stops a sensory toy from making noise when a student throws it, which was maintained by sensory feedback.
IV. A teacher places a student in a time-out room for biting a peer.
Which of the above scenarios represent the application of Extinction?
(A) I and II only
(B) I and III only
(C) II and IV only
(D) I, III, and IV only

36. During an extinction procedure targeting a child's screaming behavior (which was previously reinforced by parental attention), the parents notice that during the first two days, the child's screaming became significantly louder, more frequent, and was accompanied by crying and throwing toys.
How should this behavioral phenomenon be interpreted?
(A) The procedure has failed, indicating that a systematic punishment procedure must be immediately introduced.
(B) The target behavior has changed its primary maintaining function from attention-seeking to sensory-seeking.
(C) The student is experiencing spontaneous recovery due to inconsistent intervention implementation across settings.
(D) The child is experiencing an extinction burst, which is a temporary increase in responding before decline.

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37. Which of the following is an example of Restitutional Overcorrection?
(A) Having a student who walked down the hallway too fast walk back and forth slowly ten times
(B) Having a student who wrote graffiti on one desk clean that desk and all other desks in the classroom
(C) Placing a student in a quiet chair in the back of the room for two minutes following a disruptive outburst
(D) Depriving a student of five tokens because they used inappropriate language during group work

38. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): Time-out from positive reinforcement is only effective if the "time-in" environment is highly reinforcing for the student.
Reason (R): If the classroom activities from which the student is removed are boring, frustrating, or punitive, removal from that environment will act as negative reinforcement rather than punishment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. What is "Stimulus Generalization" in Applied Behaviour Analysis?
(A) The gradual fading of prompt dependency during the direct acquisition of complex social skills
(B) The development of topographically different responses that serve the same functional purpose
(C) The long-term maintenance of a behavior after all artificial reinforcement has been removed
(D) The occurrence of a trained behavior in the presence of novel, untrained environmental stimuli

40. When a child learns to say "Thank you" to her classroom teacher, and subsequently begins saying "Thank you" to her parents, the bus driver, and shopkeepers without direct training, this is an example of:
(A) Stimulus Generalization
(B) Response Generalization
(C) Behavioral Maintenance
(D) Stimulus Discrimination Training

41. What is the primary focus of "Behavioral Maintenance"?
(A) Ensuring the student performs the target behavior at a high rate across different environments
(B) Ensuring the target behavior continues to occur over time after the intervention is withdrawn
(C) Teaching the student to vary the topography of their behavior to match changing task demands
(D) Collecting continuous baseline data to ensure the behavior remains stable before intervention

42. Given below are techniques for promoting generalization:
I. Training sufficient exemplars by using different materials and people during instruction.
II. Programming common stimuli by bringing elements of the natural environment into the training setting.
III. Teaching loosely by varying non-critical aspects of the instructional environment.
IV. Using continuous reinforcement schedules indefinitely in the natural environment.
Which of the above techniques are recommended strategies to promote generalization?
(A) I, II, and III only
(B) II, III, and IV only
(C) I and III only
(D) I, II, III, and IV

43. A teacher wants to teach a student to raise their hand. The teacher initially reinforces the student for simply looking at her, then for raising their elbow off the desk, then for raising their arm halfway, and finally only when the arm is fully extended above the head.
This process of reinforcing successive approximations toward a terminal behavior is known as:
(A) Shaping
(B) Chaining
(C) Fading
(D) Modeling

44. What is the main distinction between "Shaping" and "Chaining"?
(A) Shaping is used to teach brand new skills, while chaining is reserved for decreasing complex behaviors.
(B) Shaping relies primarily on negative reinforcement, while chaining relies exclusively on positive punishment.
(C) Shaping reinforces approximations of a single behavior, while chaining links steps of a sequence.
(D) Shaping requires continuous physical prompting, while chaining can only be done using direct verbal prompts.

45. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): To ensure behavioral maintenance,

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a teacher should transition a student from a continuous reinforcement schedule to an intermittent reinforcement schedule.
Reason (R): Intermittent reinforcement schedules make behavior more resistant to extinction because the learner cannot predict when reinforcement will be delivered.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. In which type of time-out does the student remain in the instructional setting but is prohibited from participating in reinforcing activities or earning reinforcers for a specific duration?
(A) Exclusionary Time-out
(B) Isolation Time-out
(C) Non-exclusionary Time-out
(D) Seclusionary Time-out

47. Which of the following is an example of "Positive Practice Overcorrection"?
(A) A student who throws trash on the floor is made to pick up that trash and sweep the entire school floor.
(B) A student who runs in the hallway is made to walk down that hallway appropriately multiple times.
(C) A student who breaks a classmate's toy is forced to purchase an identical replacement toy immediately.
(D) A student who hits a classmate during group work is placed in a separate isolation room for ten minutes.

48. What is the function of the discriminative stimulus for punishment (S_p^D)?
(A) A stimulus that signals that a specific response is likely to be reinforced
(B) A stimulus that signals that a specific response will undergo extinction
(C) A stimulus that evokes automatic physiological arousal in the learner
(D) A stimulus that signals that a specific behavior is likely to be punished

49. Given below are characteristics of a high-quality behavioral IEP goal:
I. It specifies the conditions under which the behavior is to occur.
II. It defines the target behavior in clear, observable, and measurable terms.
III. It outlines the criterion for mastery (e.g., 90% accuracy over 3 consecutive days).
IV. It lists the underlying neurological or cognitive causes of the behavior.
V. It includes a target date for the completion of the objective.
Which of the above characteristics are necessary components of an IEP behavioral goal?
(A) I, II, III, and V only
(B) I, II, IV, and V only
(C) II, III, IV, and V only
(D) I, II, III, and IV only

50. A child with a severe communication disorder pulls the teacher's sleeve and screams when they want a snack. The teacher conducts a Functional Communication Training (FCT) intervention. She teaches the child to hand her a picture card of "cookies" to request a snack, while ignoring the screaming.
Within two weeks, the child consistently uses the picture card and the screaming stops. This intervention is an application of:
(A) Differential Reinforcement of Low Rates of Responding (DRL)
(B) Positive Practice Overcorrection and Restitution Procedures
(C) Differential Reinforcement of Alternative Behaviour (DRA)
(D) Response Cost paired with Negative Reinforcement Contingencies

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51. What is "Spontaneous Recovery" in behavioral intervention?
(A) The reappearance of a previously extinguished behavior after some time has passed
(B) The rapid learning of a new adaptive response when a student enters a natural setting
(C) The immediate reduction of a target behavior when a novel sensory prompt is introduced
(D) The physical recovery of motor function following a traumatic biological brain injury

52. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): Response cost should always be combined with positive reinforcement procedures in a classroom behavior management plan.
Reason (R): Using response cost alone does not teach the student the appropriate alternative behaviors to perform in place of the target

stimulus, whereas negative reinforcement involves removing a stimulus.

24. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): Errorless learning procedures are designed to prevent the student from making errors during the acquisition phase of a new skill.
Reason (R): Frequent errors during learning can lead to emotional outbursts, avoidance of the learning situation, and the accidental reinforcement of incorrect response patterns.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

25. Which of the following describes "Response Cost" in the context of behavioral intervention?
(A) The cognitive effort required by a student to perform a newly learned response
(B) The loss of a specific amount of a reinforcer contingent on an inappropriate behavior
(C) The financial expense of purchasing specialized adaptive equipment for classroom use
(D) The rate of correct responses a student must reach before earning any reinforcement

26. In an interdependent group contingency system, how is the reinforcer delivered to the group?
(A) Each individual student receives reinforcement based entirely on their own academic performance
(B) The entire group earns reinforcement only if every group member meets the criterion
(C) The group receives a reinforcer if a single pre-selected target student meets the criterion
(D) Reinforcement is given only to those students who finish the target task before their peers

27. Given below are components of a Token Economy system:
I. A list of target behaviors defined in clear, operational terms.
II. Tokens (chips, points, stickers) that can be easily distributed and collected.
III. A menu of backup reinforcers (preferred items, activities, privileges).
IV. A clear exchange ratio determining how many tokens are needed to buy backup reinforcers.
Which of the above components are necessary for the successful implementation of a token economy in an inclusive classroom?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, II, III, and IV

28. Which process refers to the gradual transfer of stimulus control from an artificial prompt to the natural discriminative stimulus (S^D)?
(A) Shaping
(B) Chaining
(C) Fading
(D) Generalization

29. A special educator writes a formal agreement with a high school student with ADHD. The document specifies the target behavior (completing five homework assignments per week), the positive consequence for meeting the goal (extra computer time), and the timeline. Both the student and teacher sign the document. This intervention is called:
(A) Token Economy System
(B) Response Cost Agreement Protocol
(C) Positive Practice Overcorrection Procedure
(D) Contingency Contract (Behavioral Contract)

30. What does "pairing" refer to in Applied Behaviour Analysis training?
(A) Placing two students with different skills together to support cooperative peer-mediated learning
(B) Teaching a student to match identical or non-identical objects from a multi-item field of three
(C) Pairing a neutral stimulus with a reinforcer so the neutral stimulus becomes reinforcing
(D) Linking a student's target challenging behavior with an immediate corrective consequence

31. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): In a Token Economy, backup reinforcers must be varied and changed periodically.
Reason (R): Repeated access to the same backup reinforcers leads to satiation, which reduces their value and lowers the student's motivation to earn tokens.
(A) Both A and R are true and R is the correct explanation of A

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(D) Putting the second arm through the remaining sleeve

61. Which type of behavioral assessment recording system measures the total time from the start of a single behavior to its completion?
(A) Latency Recording
(B) Frequency Recording
(C) Inter-response Time (IRT) Recording
(D) Duration Recording

62. Which of the following is an example of a secondary (conditioned) reinforcer?
(A) A fresh piece of sliced red apple
(B) A cold cup of sweet apple juice
(C) A praise statement "Great job!"
(D) A warm wool blanket on a cold day

63. Given below are criteria used in selecting behavioral goals for a student with special needs:
I. The behavior is developmentally appropriate.
II. The behavior will be reinforced in the student's natural daily environment.
III. The behavior reduces the likelihood of injury to the student or others.
IV. The behavior helps the student gain access to other functional environments.
V. The behavior complies with traditional school rules even if it serves no functional purpose.
Which of the above criteria are valid under the habilitation principle of goal selection?
(A) I, II, III, and IV only
(B) I, II, IV, and V only
(C) II, III, IV, and V only
(D) I, II, III, and V only

64. What is the function of the "Inter-Trial Interval" (ITI) in Discrete Trial Teaching?
(A) It is the time the teacher uses to provide physical assistance after a student error.
(B) It is the designated duration for a student to engage with a selected backup reinforcer.
(C) It is the time set aside to conduct a direct functional assessment of classroom behavior.
(D) It is the brief interval between trials used to record data and prepare materials.

65. A child with ADHD frequently stands up and walks around the classroom during seatwork. The teacher decides to reinforce the child with a sticker for every 5 minutes they remain seated in their chair. Since sitting down is physically incompatible with walking around, the child's out-of-seat behavior decreases significantly.
Which differential reinforcement procedure did the teacher use?
(A) Differential Reinforcement of Incompatible Behaviour (DRI)
(B) Differential Reinforcement of Alternative Behaviour (DRA)
(C) Differential Reinforcement of Other Behaviour (DRO)
(D) Differential Reinforcement of Low Rates (DRL)

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66. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): Negative reinforcement is synonymous with punishment, as both procedures aim to decrease the frequency of undesirable classroom behaviors.
Reason (R): Both negative reinforcement and punishment involve aversive stimuli that are disliked by the student.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. Under professional guidelines, special education practitioners implementing complex behavioral intervention plans for children with developmental disabilities should ideally hold which qualification?
(A) A recognized professional qualification in Special Education or Rehabilitation Psychology
(B) A standard general education teaching credential without specialized training
(C) A university degree in physical education or general school administration
(D) A short-term certificate in clinical pharmacology or pediatric neurology

68. Which of the following best describes the "Premack Principle"?
(A) Behavior changes rapidly when a student is punished immediately following an occurrence.
(B) Reinforcers lose value when delivered too frequently over a short continuous period.
(C) Learning occurs only when a child is physically guided through a complete task analysis.

(D) High-probability behavior can reinforce low-probability behavior.

69. A teacher wants to use a "Token Economy" in her classroom. She chooses shiny glass marbles as tokens for a group of young children with intellectual disabilities.
Why is this choice of token inappropriate and unsafe?
(A) Marbles are too cheap to serve as effective conditioned reinforcers.
(B) Marbles pose a severe choking hazard and are easy to lose or hoard.
(C) Marbles cannot be easily traded for backup activities or privileges.
(D) Marbles are not recognized as educational materials by the school board.

70. When a student's behavior is reinforced on a "Variable Ratio 3" (VR3) schedule, what does this mean?
(A) The student is reinforced after exactly every 3 correct responses.
(B) The student is reinforced for the first correct response after an average of 3 minutes.
(C) The student is reinforced on average after every 3 correct responses.
(D) The student is reinforced for the first correct response after exactly 3 minutes.

71. What is the primary purpose of conducting a functional analysis?
(A) To evaluate a student's cognitive and intellectual capabilities under standardized conditions
(B) To confirm the underlying neurological etiology of a child's sensory or physical impairments
(C) To track the academic and curriculum-based progression of a child over an entire school year
(D) To systematically manipulate environmental variables to identify maintaining functions

72. Which of the following behavior recording methods is classified as a "discontinuous" measurement system?
(A) Partial-Interval Recording
(B) Event Recording (Frequency)
(C) Duration Recording
(D) Latency Recording

73. When using Partial-Interval Recording, how is a behavior recorded?
(A) The observer records the behavior only if it occurs throughout the entire duration of the interval.
(B) The observer records the behavior if it occurs at any point during the interval.
(C) The observer records the behavior only if it occurs at the exact moment the interval ends.
(D) The observer counts every single occurrence of the behavior during the observation period.

74. In a special education classroom, what is the prime benefit of using conditioned reinforcers (such as tokens or points) over unconditioned reinforcers (such as food)?
(A) Conditioned reinforcers do not require any prior learning or pairing history to be effective.
(B) Conditioned reinforcers are less susceptible to satiation and do not disrupt the flow of instruction.
(C) Conditioned reinforcers are natural and require no cognitive processing by the child.
(D) Conditioned reinforcers are universally effective for all individuals regardless of developmental level.

75. Which type of prompt fading involves inserting a predetermined interval of time between the presentation of the natural discriminative stimulus (S^D) and the delivery of the prompt?
(A) Constant or Progressive Time Delay
(B) Graduated Guidance Prompting Procedure
(C) Most-to-Least Prompting Hierarchy
(D) Stimulus Fading Prompting Procedure

76. In Applied Behaviour Analysis, what is the term used to describe the physical form, appearance, or shape of a behavior?
(A) Function
(B) Intensity
(C) Topography
(D) Magnitude

77. Which of the following is an INCORRECT match between the behavioral concept and its definition?
(A) Shaping - Reinforcing successive physical or verbal approximations of a target behavior
(B) Extinction - Withholding reinforcement for a previously reinforced target behavior
(C) Task Analysis - Breaking a complex skill down into smaller, easily teachable steps

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(D) Negative Reinforcement - Delivering an unpleasant stimulus to reduce a behavior

78. What does the satiation of a reinforcer refer to?
(A) An increase in the direct effectiveness of a reinforcer due to prolonged deprivation
(B) A rapid decrease in the future frequency of a behavior when a punisher is removed
(C) A decrease in reinforcement value due to continuous, unlimited access to it
(D) The systematic process of transferring stimulus control from a prompt to a natural cue

79. When an educator uses a dependent group contingency, how is reinforcement delivered?
(A) Reinforcement is delivered to all group members only if every individual student meets the criterion.
(B) Reinforcement is delivered to the entire group based on the performance of a target student.
(C) Reinforcement is delivered only to those specific individuals who meet the predetermined criteria.
(D) Reinforcement is delivered randomly to a select portion of students regardless of performance.

80. What is the operational definition of inter-response time (IRT)?
(A) The time between the presentation of an instruction and the start of a response
(B) The total duration of time a student spends actively engaged in off-task behavior
(C) The time required for a teacher to deliver reinforcement following a correct response
(D) The time elapsing between two consecutive occurrences of the same response

81. Which behavioral strategy is specifically designed to teach a child to distinguish between correct and incorrect stimuli by reinforcing responses only in the presence of the correct stimulus (S^D) and not in the presence of the incorrect stimulus (S^Δ)?
(A) Stimulus Discrimination Training
(B) Behavioral Chaining
(C) Task Analysis
(D) Positive Practice Overcorrection

82. Which of the following statements regarding extinction is correct?
(A) Extinction is a form of negative punishment that involves systematically removing a highly preferred item.
(B) Extinction works rapidly across all settings and does not cause emotional outbursts or behavioral bursts.
(C) Extinction is withdrawing reinforcement from a behavior, causing a gradual decrease in its rate.
(D) Extinction should only be implemented when a target behavior is dangerous or self-injurious to others.

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83. When designing a behavioral intervention plan under universal design for learning (UDL) and positive school climate models, what should be the primary focus?
(A) Creating proactive environmental modifications and teaching replacement skills
(B) Implementing strict exclusionary discipline policies for non-compliant students
(C) Restricting class access to children scoring normally on behavioral checklists
(D) Using standardized corporal punishment hierarchies for classroom disruption

84. What is the definition of response generalization?
(A) The learner performs the target behavior across novel classroom environments with untrained staff members.
(B) The learner continues to perform the target behavior at a high rate long after the intervention has ended.
(C) The learner responds correctly only to the specific special education teacher conducting the training trials.
(D) The learner emits untrained, functionally equivalent responses that achieve the same outcome.

85. Which of the following represents an antecedent intervention to prevent challenging behaviors maintained by escape from difficult academic tasks?
(A) Delivering a standard five-minute exclusionary time-out immediately after non-compliance
(B) Incorporating high-interest topics into tasks and offering frequent short breaks
(C) Restoring lost points in a classroom token economy after the student apologizes verbally
(D) Requiring the student to remain after class hours to complete all unfinished worksheets

problem behavior.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

53. Which of the following is a potential side effect of using extinction alone to manage aggressive behaviors in a classroom?
(A) An immediate and permanent cessation of the target behavior without any initial increase
(B) An extinction burst containing high-rate behavioral escalations or emotional outbursts
(C) Immediate generalization of appropriate social behaviors to new settings
(D) High frequency of post-reinforcement pauses across all classroom tasks

54. When a teacher systematically removes her physical presence from a student's desk as the student works independently, moving from standing next to them, to sitting two feet away, and finally to her desk, she is practicing:
(A) Shaping the response
(B) Task Analysis
(C) Proximity Fading
(D) Chaining contingencies

55. What is the primary role of a special education teacher as a leader in promoting positive behavior in an inclusive school?
(A) To diagnose child psychiatric conditions and manage ongoing medication schedules
(B) To advocate for transferring students with severe behaviors to separate facilities
(C) To administer standardized IQ tests to determine legal disciplinary exemptions
(D) To design positive behavioral interventions and support general education teachers

56. Which schedule of reinforcement is most vulnerable to rapid extinction once reinforcement is completely withdrawn?
(A) Continuous Reinforcement (FR1)
(B) Variable Ratio Schedule (VR10)
(C) Fixed Interval Schedule (FI20)
(D) Variable Interval Schedule (VI5)

57. Given below are types of prompts used in special education:
I. Hand-over-hand physical guidance.
II. Pointing to the correct picture card.
III. Showing a model of the finished product.
IV. Verbally stating the first step of the task.
Which of the above are classified as response prompts (which operate directly on the response) rather than stimulus prompts (which operate on the discriminative stimulus)?
(A) I and IV only
(B) II and III only
(C) I, III, and IV only
(D) I, II, III, and IV

58. Under inclusive education frameworks, what is the legal and ethical status of using physical aversives or severe corporal punishment as behavioral management strategies for children with special needs (CWSN)?
(A) They are permissible if explicitly written into the student's IEP.
(B) They are strictly prohibited and violate child rights and legal protections.
(C) They are acceptable if recommended by a registered clinical psychologist.
(D) They are appropriate for students with profound intellectual disabilities.

59. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R).
Assertion (A): In a Token Economy, the exchange ratio (number of tokens required to purchase a backup reinforcer) should initially be set low and then gradually increased.
Reason (R): Low initial exchange ratios allow students to experience immediate success, which helps establish the tokens as effective conditioned reinforcers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

60. A student with moderate intellectual disability is being taught to put on a jacket. The teacher uses a backward chaining procedure.
Which step of the task analysis is taught and reinforced first?
(A) Picking up the jacket from the back of the chair
(B) Putting the first arm through the appropriate sleeve
(C) Zipping up the jacket once placed on the body

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(B) The teacher places a ribbon on the student's wrist, which is removed when they misbehave, signaling loss of rewards.
(C) The student is removed from the classroom to a location where all reinforcement is completely unavailable.
(D) The teacher completely turns her back to the student and ignores them for a set duration after a disruptive response.

95. What is the correct definition of deprivation in Applied Behaviour Analysis?
(A) A socio-political state where a student is deprived of basic legal rights in inclusive schools
(B) An establishing operation increasing a reinforcer's value due to lack of recent access
(C) A systematic punishment procedure where a student is isolated from peers for an extended period
(D) The gradual reduction in behavioral rates when an extinction plan is implemented inconsistently

96. Which of the following terms describes the process where a student learns to respond in one way to a certain stimulus, but not to another similar stimulus?
(A) Stimulus Generalization
(B) Response Generalization
(C) Behavioral Momentum
(D) Stimulus Discrimination

97. Which type of prompt involves altering the physical characteristics of the teaching materials themselves (e.g., making the correct card larger or brighter than the incorrect cards)?
(A) Stimulus Prompt
(B) Response Prompt
(C) Physical Prompt
(D) Verbal Prompt

98. What is the primary difference between reinforcement and punishment?
(A) Reinforcement is always positive, whereas classroom punishment is exclusively physical.
(B) Reinforcement is used for academic skills, whereas punishment targets social compliance.
(C) Reinforcement increases future behavior, while punishment decreases future behavior.
(D) Reinforcement is planned by educators, whereas punishment only occurs naturally.

99. When implementing a behavior contract, what is the role of the negotiation phase?
(A) To actively involve the student in choosing target behaviors and mutually agreeable rewards
(B) To allow the student to independently decide whether they wish to follow any classroom rules
(C) To permit parents to formally negotiate the academic report card grades of their children
(D) To reduce the potential legal liability of school administrators during disciplinary actions

100. Under the principles of Applied Behaviour Analysis, what is the ultimate goal of fading artificial prompts and transitioning to natural intermittent reinforcement schedules?
(A) To make the student highly dependent on the special educator's continuous direct instruction
(B) To prepare the student for upcoming standardized clinical assessments and specialized IQ tests
(C) To reduce the school's budget by eliminating any continuous need for tangible reinforcement
(D) To ensure newly learned skills generalize to natural settings and maintain over time

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the student remains engaged and continues to perform the target behavior steadily.

18. (C) A stimulus in the presence of which a given behavior is reinforced
A discriminative stimulus signals that reinforcement is available for a specific response. In teaching environments, it acts as the cue that tells the learner what behavior to perform to earn a reward. Mastering stimulus control ensures that behaviors occur at the right time and in the appropriate context, which is a fundamental goal of discrete trial teaching.

19. (A) Physical Prompt
A physical prompt involves using direct bodily contact to guide a student through a target response. Placing a hand over the student's hand to help them write is a high-intensity prompt often used during the initial stages of skill acquisition. This level of assistance ensures the student performs the behavior correctly, allowing them to experience the resulting reinforcement.

20. (A) II → V → IV → I → III
A standard discrete trial follows a precise sequence starting with the discriminative stimulus, followed by a prompt if needed, and the student's subsequent response. The teacher then delivers a consequence, such as reinforcement or error correction, before a brief inter-trial interval occurs. This structured format provides clear learning opportunities and helps students with developmental disabilities acquire specific target skills.

21. (B) Most-to-Least Prompting
Most-to-least prompting starts with the highest level of support necessary to ensure a correct response and gradually fades to less intrusive prompts as the student gains mastery. This procedure is designed to minimize errors during the learning process. By systematically reducing assistance, the teacher helps the student transition from dependent responding to independent performance of the target skill.

22. (C) Forward Chaining
Forward chaining involves teaching the steps of a task analysis in their natural chronological order. The student is taught and reinforced for completing the first step independently, while the teacher completes the remaining steps. Once the first step is mastered, the student must perform the first and second steps to earn reinforcement. This process continues until the entire chain is learned.

23. (D) Positive reinforcement involves adding a stimulus, whereas negative reinforcement involves removing a stimulus.
Both positive and negative reinforcement aim to increase the future frequency of a behavior. The primary difference lies in the nature of the consequence. Positive reinforcement adds a preferred stimulus after a behavior, while negative reinforcement removes or avoids an aversive stimulus. Understanding this distinction is vital for educators to design effective strategies that appropriately utilize environmental changes to support learning.

24. (A) Both A and R are true and R is the correct explanation of A
Errorless learning uses prompts to ensure students respond correctly from the very first trial, preventing the occurrence of mistakes. This approach reduces frustration and avoids the accidental reinforcement of incorrect habits. By ensuring success, educators maintain high levels of student motivation and create a positive learning environment, which is especially beneficial for individuals with significant learning challenges.

25. (B) The loss of a specific amount of a reinforcer contingent on an inappropriate behavior
Response cost is a negative punishment procedure where a specific amount of a previously earned reinforcer is removed following an undesirable behavior. This intervention aims to decrease the future frequency of the behavior by imposing a tangible loss. It is commonly implemented within token economies, where students might lose points or tokens for violating established classroom rules or expectations.

26. (B) The entire group earns reinforcement only if every group member meets the criterion
In an interdependent group contingency, the delivery of reinforcement is contingent on the performance of the entire group. Every individual member must meet the specified goal for anyone to receive the reward. This strategy encourages peer support and collective responsibility, making it an effective tool for managing classroom behavior and fostering a cooperative learning environment among diverse students.

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a reinforcer, specifically categorized as socially mediated reinforcement rather than an automatic sensory function.

9. (B) Partial-Interval Recording
Partial-interval recording is a discontinuous measurement system ideal for behaviors that occur at high frequencies or have no clear start and stop. The observer records whether the behavior happened at any point during a set interval. This method provides an estimate of behavior occurrence without requiring the observer to count every single instance individually, making it efficient for classroom use.

10. (A) Both A and R are true and R is the correct explanation of A
Momentary time sampling is a practical observation method where behavior is recorded only if it occurs at the precise moment an interval ends. This allows teachers to monitor progress while attending to other classroom duties. While it may underestimate the actual occurrence of high-rate behaviors, its ease of use makes it a valuable tool for busy educational environments.

11. (A) Functional Analysis
Functional analysis is an experimental assessment method used to determine the exact function of a challenging behavior. It involves systematically manipulating antecedents and consequences in a controlled setting to observe their direct effects on behavior. This approach provides the highest level of certainty regarding the variables maintaining a behavior, allowing for the development of highly precise intervention strategies.

12. (B) I and IV only
Indirect functional assessment methods rely on reports from others rather than direct observation of the behavior itself. Interviews, checklists, and rating scales are categorized as indirect because they collect information through recall or subjective evaluation. These methods are often the first step in the assessment process, helping to identify potential variables before moving to more direct observation.

13. (D) The functional relevance of the behavior to the student's independent life and safety
Social validity involves selecting target behaviors that are meaningful and beneficial to the learner's quality of life. The principle of habilitation prioritizes skills that increase a student's access to reinforcement and independent functioning within their community. Prioritizing life skills and safety ensures that behavioral interventions provide significant, long-term value to the individual beyond the immediate classroom setting.

14. (C) A teacher stops reprimanding the class once all students sit down quietly.
Negative reinforcement involves the removal of an aversive stimulus following a behavior, which increases the likelihood of that behavior occurring again. In this classroom example, the teacher's reprimands are the aversive stimulus being removed. This removal reinforces the students' behavior of sitting down quietly, as it successfully terminates the unpleasant verbal feedback from the teacher, strengthening the quiet response.

15. (A) I, II, III, and IV only
Primary reinforcers are unconditioned stimuli that possess biological importance and do not require prior learning to be effective. These include essentials like food, water, and physical comfort. While highly powerful, they are susceptible to rapid satiation, meaning they lose effectiveness if the individual has recently had unlimited access. They are distinct from secondary reinforcers, which require pairing history.

16. (D) Fixed Ratio 5 (FR5)
A fixed ratio schedule provides reinforcement after a specific, unchanging number of correct responses. In this case, receiving a token for every fifth correct problem represents an FR5 schedule. This schedule typically produces high rates of responding with a short pause immediately following reinforcement, making it an effective tool for building academic stamina and proficiency in students.

17. (A) Both A and R are true and R is the correct explanation of A
Variable schedules of reinforcement produce stable and high rates of responding because the individual cannot predict which specific response will result in reinforcement. This unpredictability eliminates the post-reinforcement pauses commonly seen in fixed schedules. By maintaining a consistent level of motivation, variable schedules ensure that

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more resistant to extinction compared to fixed schedules of reinforcement.

71. (D) To systematically manipulate environmental variables to identify maintaining functions
The primary purpose of functional analysis is to identify the environmental variables that trigger and maintain a student's challenging behavior. By systematically testing different conditions, practitioners can determine if a behavior is driven by attention, escape, sensory feedback, or access to items. This precise information allows for the creation of targeted interventions that address the actual function of the behavior.

72. (A) Partial-Interval Recording
Partial-interval recording is a discontinuous measurement system because it does not record every instance of behavior throughout the entire observation period. Instead, it provides an estimate based on occurrences within set time intervals. While continuous measures like duration or frequency offer more precise data, discontinuous measures are often more practical for teachers who must balance observation with other classroom responsibilities.

73. (B) The observer records the behavior if it occurs at any point during the interval.
In partial-interval recording, the observer marks the behavior as occurring if it happens at any time during the specified interval, no matter how brief. This method tends to overestimate the actual duration of the behavior but is useful for tracking high-frequency or short-duration actions. It provides a consistent way to monitor progress without needing to count every single instance.

74. (B) Conditioned reinforcers are less susceptible to satiation and do not disrupt the flow of instruction.
Conditioned reinforcers like tokens or praise offer significant advantages in a classroom. They do not lead to rapid satiation, allowing them to remain effective over long periods. Additionally, they can be delivered quickly without interrupting the learning activity. This makes them more practical and versatile than primary reinforcers like food, which can cause distraction and lose value quickly during a lesson.

75. (A) Constant or Progressive Time Delay
Time delay is a prompt-fading procedure that involves waiting for a specific amount of time after giving an instruction before providing a prompt. This gives the student an opportunity to respond independently. By gradually increasing this delay, the teacher encourages the student to rely on the natural cue rather than waiting for assistance, effectively transferring stimulus control to the student.

76. (C) Topography
Topography refers to the physical form or appearance of a behavior. Describing what a behavior looks like, such as "hitting with an open palm," provides a clear and objective definition for observers. While the function of a behavior explains why it happens, topography focuses strictly on the observable movements, which is essential for accurate data collection and consistent monitoring.

77. (D) Negative Reinforcement - Delivering an unpleasant stimulus to reduce a behavior
Negative reinforcement is often misunderstood as the delivery of an unpleasant stimulus, but it actually refers to the removal of an aversive stimulus to increase a behavior. Punishment procedures involve consequences that decrease behavior. Distinguishing between these principles is essential for accurately applying behavioral strategies in educational settings to support student development and avoid common misconceptions about behavioral theory.

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78. (C) A decrease in reinforcement value due to continuous, unlimited access to it
Satiation occurs when a student has had so much of a particular reinforcer that it temporarily loses its effectiveness. For example, if a child just ate a large meal, food will no longer serve as a strong motivator. To maintain high levels of engagement, educators should vary reinforcers and use intermittent schedules, ensuring that rewards remain valuable and motivating for the student.

79. (B) Reinforcement is delivered to the entire group based on the performance of a target student.
In a dependent group contingency, the entire group's reward depends on the performance of one specific student or a small subgroup. This is sometimes called the "hero" procedure. While it can foster peer encouragement, it must be

27. (D) I, II, III, and IV
A successful token economy requires several integrated components: clearly defined target behaviors, tangible tokens, a variety of backup reinforcers, and a specified exchange ratio. Together, these elements create a systematic framework for reinforcing appropriate behavior and teaching delayed gratification. By including all these components, educators can provide a consistent and motivating environment that supports behavioral and academic progress.

28. (C) Fading
Fading is the systematic and gradual removal of prompts as a student begins to perform a skill more independently. The goal is to transfer stimulus control from the artificial prompt to the natural discriminative stimulus found in the environment. Successful fading ensures that the student can perform the behavior without needing constant assistance, promoting long-term skill maintenance and independence.

29. (D) Contingency Contract (Behavioral Contract)
A contingency contract is a formal, written agreement that specifies the relationship between a target behavior and a specific consequence. It typically outlines the expectations, rewards, and timelines, and is signed by both the student and the teacher. This collaborative approach promotes accountability and clarity, often increasing a student's commitment to achieving their behavioral and academic goals.

30. (C) Pairing a neutral stimulus with a reinforcer so the neutral stimulus becomes reinforcing
Pairing is a fundamental process in behavioral intervention where a neutral stimulus, such as a teacher's voice or presence, is repeatedly presented alongside a known reinforcer. Over time, the neutral stimulus acquires reinforcing properties. Establishing a strong rapport through pairing is essential for creating a positive instructional relationship and ensuring that social praise and teacher feedback become motivating for the learner.

31. (A) Both A and R are true and R is the correct explanation of A
Maintaining a diverse menu of backup reinforcers in a token economy is essential to prevent satiation. If a student consistently receives the same reward, its value decreases, leading to a decline in the motivation to earn tokens. By periodically changing the available items and activities, educators ensure that the reinforcement system remains effective and engaging for all students.

32. (D) Reinforcing a functional alternative behavior while placing the problem behavior on extinction
Differential Reinforcement of Alternative Behaviour involves reinforcing an appropriate response that serves the same function as the problem behavior. Simultaneously, the problem behavior no longer results in reinforcement. This dual approach effectively reduces undesirable actions by teaching the student a more acceptable way to achieve their goals, such as requesting a break instead of engaging in disruptive behavior.

33. (A) Differential Reinforcement of Low Rates of Responding (DRL)
Differential Reinforcement of Low Rates of Responding is used to decrease the frequency of a behavior that is acceptable in moderation but problematic when it occurs too often. Reinforcement is delivered if the behavior happens fewer than a specified number of times during a set period. This procedure helps the student learn to regulate their actions without completely eliminating the behavior.

34. (C) DRI requires the alternative behavior to be physically incompatible with the problem behavior, while DRA does not.
Both procedures reinforce appropriate behaviors, but Differential Reinforcement of Incompatible Behaviour specifically targets an action that cannot occur at the same time as the problem behavior. For example, sitting is incompatible with wandering. Differential Reinforcement of Alternative Behaviour focuses on any functional alternative, regardless of whether it is physically impossible to perform both actions simultaneously.

35. (B) I and III only
Extinction involves withholding the specific reinforcer that previously maintained a behavior. Ignoring a scream that was reinforced by attention and stopping a toy's noise that provided sensory feedback are both applications of extinction. These procedures aim to decrease the behavior's frequency by ensuring it no longer serves its intended purpose, effectively breaking the link between the action and its reward.

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36. (D) The child is experiencing an extinction burst, which is a temporary increase in responding before decline.
An extinction burst is a common phenomenon where a behavior temporarily increases in frequency, intensity, or variability when reinforcement is first withheld. This occurs because the individual is attempting to regain access to the previous reward. Understanding this stage is vital for practitioners, as it indicates the procedure is working, provided the extinction plan is maintained consistently until the behavior declines.

37. (B) Having a student who wrote graffiti on one desk clean that desk and all other desks in the classroom
Restitutional overcorrection requires the student to restore the environment to a state significantly better than it was before the problem behavior occurred. By cleaning not just the affected desk but all others, the student experiences a logical but intensive consequence. This method aims to decrease the target behavior by making the corrective effort more effortful than the original inappropriate act.

38. (A) Both A and R are true and R is the correct explanation of A
The effectiveness of a time-out depends entirely on the contrast between the reinforcement available in the classroom and its absence during the time-out period. If the "time-in" environment is unpleasant or frustrating, removal may inadvertently reinforce the behavior by providing an escape. Therefore, educators must ensure the classroom is highly reinforcing for the time-out procedure to function as intended.

39. (D) The occurrence of a trained behavior in the presence of novel, untrained environmental stimuli
Stimulus generalization occurs when a student performs a learned behavior in response to stimuli that are similar to, but different from, the original training materials or settings. This is a critical goal of instruction, as it demonstrates that the skill is not tied to a specific context. Achieving generalization ensures that the student can use their abilities across diverse real-world situations.

40. (A) Stimulus Generalization
Stimulus generalization happens when a behavior taught in one context is emitted in the presence of different people, settings, or materials without direct instruction. In this case, the child successfully transferred the social skill of saying "Thank you" from the teacher to various other adults. This indicates that the behavior has come under the control of a broader class of stimuli.

41. (B) Ensuring the target behavior continues to occur over time after the intervention is withdrawn
Behavioral maintenance focuses on the durability of a learned skill. It ensures that the student continues to perform the behavior accurately even after the formal teaching procedures and artificial reinforcement systems have been removed. Promoting maintenance is essential for long-term success, as it allows the student to function independently in their natural environment without ongoing intensive behavioral support.

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42. (A) I, II, and III only
Recommended strategies to promote generalization include using multiple exemplars, programming common stimuli from the natural environment, and varying non-critical instructional aspects. These techniques help the student apply skills to new situations. Conversely, indefinite use of continuous reinforcement is not recommended, as it makes the behavior vulnerable to extinction once the student moves into natural settings with intermittent rewards.

43. (A) Shaping
Shaping is a behavioral procedure that involves reinforcing successive approximations toward a final target behavior. Initially, the teacher rewards any response that resembles the goal, gradually requiring the student's behavior to become more like the terminal response. This method is particularly effective for teaching complex skills that the student cannot yet perform, allowing them to build proficiency through incremental steps.

44. (C) Shaping reinforces approximations of a single behavior, while chaining links steps of a sequence.
The key difference between these two procedures is their focus. Shaping is used to develop a single new behavior by rewarding increasingly accurate

versions of it. Chaining, however, is used to teach a complex sequence of existing behaviors by linking them together. While both methods are essential for skill acquisition, they address different types of learning needs in students with disabilities.

45. (A) Both A and R are true and R is the correct explanation of A
Transitioning to an intermittent reinforcement schedule is a critical step for ensuring that a behavior persists over time. Because reinforcement is unpredictable, the learner continues to perform the behavior even when rewards are not immediately forthcoming. This schedule creates high resistance to extinction, mirroring natural environmental conditions and helping the student maintain their skills long after the initial training ends.

46. (C) Non-exclusionary Time-out
In a non-exclusionary time-out, the student is not physically removed from the instructional setting but is denied access to reinforcement for a specific period. This might involve sitting away from the group or not participating in an activity. This approach is less restrictive than exclusionary methods while still providing a clear consequence for inappropriate behavior by temporarily suspending all reinforcing opportunities.

47. (B) A student who runs in the hallway is made to walk down that hallway appropriately multiple times.
Positive practice overcorrection involves having the student repeatedly practice the correct form of a behavior following an occurrence of the problem behavior. This procedure serves as a consequence while simultaneously providing intensive practice of the appropriate skill. By requiring multiple repetitions, the teacher ensures the student understands the expectation and decreases the likelihood of the inappropriate behavior recurring in the future.

48. (D) A stimulus that signals that a specific behavior is likely to be punished
A discriminative stimulus for punishment is an environmental cue that tells the individual a specific response will likely result in a punishing consequence. Just as an SD signals reinforcement, an SDp helps the learner differentiate between contexts where a behavior is permitted and where it is not. This process is fundamental to developing stimulus control over social and classroom conduct.

49. (A) I, II, III, and V only
High-quality behavioral IEP goals must include specific conditions, observable target behaviors, mastery criteria, and a completion date. These components ensure that progress can be objectively measured and that all members of the educational team understand the expectations. Including neurological causes is not necessary for a behavioral goal, as the focus remains on the observable performance and environmental modifications.

50. (C) Differential Reinforcement of Alternative Behaviour (DRA)
Functional Communication Training is a specific application of differential reinforcement of alternative behavior. It involves teaching an individual an adaptive communication response, such as using a picture card, to replace a challenging behavior that serves the same function. By reinforcing the functional communication while ignoring the problem behavior, the student gains independence and the disruptive behavior effectively decreases over time.

51. (A) The reappearance of a previously extinguished behavior after some time has passed
Spontaneous recovery refers to the unexpected return of a behavior that was previously extinguished, occurring after a period of time has elapsed since the last observation. This phenomenon is a natural part of the extinction process and does not mean the intervention has failed. If the behavior continues to be ignored, its frequency will typically decline again quite rapidly.

52. (A) Both A and R are true and R is the correct explanation of A
Response cost should always be paired with positive reinforcement to ensure the student learns what to do instead of just what to stop doing. While response cost reduces inappropriate behavior through loss, reinforcement builds the necessary skills for success. This balanced approach creates a more supportive learning environment and promotes the acquisition of adaptive behaviors that can replace challenging actions.

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53. (B) An extinction burst containing high-rate behavioral escalations or emotional outbursts
Using extinction alone can lead to a temporary increase in the intensity or frequency of the target behavior, known as an extinction burst. For aggressive behaviors, this can pose safety risks in a classroom setting. To mitigate these side effects, practitioners often combine extinction with other strategies, such as reinforcing alternative behaviors, to provide the student with a safer way to earn rewards.

54. (C) Proximity Fading
Proximity fading is a technique where the teacher gradually increases the physical distance between themselves and the student as the student gains independence. This process reduces the student's reliance on the teacher's immediate presence to stay on task. By systematically withdrawing this support, the educator promotes self-management skills and prepares the student for success in less structured classroom environments.

55. (D) To design positive behavioral interventions and support general education teachers
Special education teachers serve as leaders by creating evidence-based behavioral strategies that promote inclusion. Their role involves collaborating with general education staff to implement these plans and modify environments to support all learners. By providing expertise in positive behavior supports, they ensure that students with disabilities can participate meaningfully in the general curriculum and develop essential social and academic skills.

56. (A) Continuous Reinforcement (FR1)
Continuous reinforcement provides a reward for every single occurrence of the target behavior. While this is effective for teaching new skills, it is highly susceptible to rapid extinction. Once reinforcement is stopped, the individual quickly notices the change and the behavior often ceases abruptly. To prevent this, teachers must transition students to intermittent schedules once the skill is initially acquired.

57. (C) I, III, and IV only
Response prompts act directly on the student's behavior to ensure they perform the target action correctly. These include physical guidance, modeling, and verbal instructions. Stimulus prompts, however, involve changing the materials or the environment to cue the correct response. Distinguishing between these prompt types helps educators select the most effective level of support for a student's specific learning stage.

58. (B) They are strictly prohibited and violate child rights and legal protections.
The use of physical aversives or corporal punishment is legally and ethically prohibited in modern education. Such practices violate child rights and can cause significant harm. Special education focuses on positive, proactive strategies that respect the dignity of the individual. Using evidence-based behavioral interventions ensures a safe and supportive learning environment that fosters growth without resorting to punitive or harmful methods.

59. (A) Both A and R are true and R is the correct explanation of A
Starting with a low exchange ratio in a token economy ensures that students experience early success, which establishes the tokens as powerful conditioned reinforcers. Once the student understands the system and is motivated to earn, the ratio can be gradually increased. This systematic progression supports the development of delayed gratification and maintains the effectiveness of the reinforcement system over time.

60. (C) Zipping up the jacket once placed on the body
In backward chaining, the teacher performs all steps of a task for the student except the final one. The student is then taught and reinforced for completing this last step. Once mastered, the student performs the last two steps. This approach allows the student to immediately experience the natural completion of the task, which can be highly motivating and reinforcing.

61. (D) Duration Recording
Duration recording is used to measure the total amount of time an individual engages in a specific behavior from start to finish. This recording system is particularly useful for behaviors that last for extended periods, such as on-task behavior or tantrums. Accurate duration data helps educators determine if the length of a behavior is increasing or decreasing over the course of an intervention.

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62. (C) A praise statement "Great job!"
Secondary or conditioned reinforcers are stimuli that have acquired reinforcing properties through being paired with other reinforcers. Praise is a classic example, as it typically becomes reinforcing through association with physical comfort, food, or other preferred activities. Unlike primary reinforcers, they are not biologically determined but are essential for maintaining behavior in social and educational settings where tangible rewards are less frequent.

63. (A) I, II, III, and IV only
Habilitation involves selecting goals that increase a student's long-term independence and access to reinforcement. Valid criteria include developmental appropriateness, natural reinforcement, safety, and increased access to new environments. Goals should serve a functional purpose for the student's life. Simply complying with school rules that offer no functional benefit does not meet the standards of the habilitation principle for meaningful behavioral change.

64. (D) It is the brief interval between trials used to record data and prepare materials.
The inter-trial interval is a short pause that separates individual trials in discrete trial teaching. This time allows the teacher to record the student's performance data and set up materials for the next trial. Maintaining a consistent and brief interval is important for keeping the student engaged while ensuring that each trial remains a distinct and clear learning opportunity.

65. (A) Differential Reinforcement of Incompatible Behaviour (DRI)
Differential Reinforcement of Incompatible Behaviour targets a response that is physically impossible to perform at the same time as the problem behavior. Since a student cannot walk around the room while sitting in their chair, reinforcing sitting directly reduces out-of-seat behavior. This strategy is highly effective because it replaces the challenging behavior with a desirable one that prevents the problem from occurring.

66. (D) A is false but R is true
Negative reinforcement is not synonymous with punishment because it increases the future frequency of a behavior, whereas punishment decreases it. However, both concepts involve aversive stimuli. While negative reinforcement involves the removal of an unpleasant stimulus to strengthen a response, punishment involves consequences that make the behavior less likely to occur in the future, serving a completely different functional purpose.

67. (A) A recognized professional qualification in Special Education or Rehabilitation Psychology
Practitioners implementing complex behavioral plans should have specialized training and recognized qualifications. This expertise ensures that interventions are evidence-based, ethically sound, and tailored to the unique needs of children with developmental disabilities. Proper professional background is essential for conducting accurate assessments, designing effective plans, and ensuring the safety and well-being of the students under their care.

68. (D) High-probability behavior can reinforce low-probability behavior.
The Premack Principle suggests that an activity the student frequently chooses to do can be used as a reinforcer for an activity they seldom choose. For example, a teacher might allow a student to play a game after they finish their math worksheet. This strategy effectively uses natural preferences to motivate the completion of more challenging or less preferred tasks.

69. (B) Marbles pose a severe choking hazard and are easy to lose or hoard.
Selecting appropriate tokens is a critical safety and practical consideration in behavioral management. Shiny glass marbles are dangerous for young children or individuals with intellectual disabilities because they can be swallowed. Furthermore, tokens should be easy to handle and difficult to replicate or lose. Using safer alternatives like stickers or points ensures the token economy remains a positive and secure intervention.

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70. (C) The student is reinforced on average after every 3 correct responses.
A variable ratio 3 schedule provides reinforcement based on an average number of responses. This means the student might be rewarded after two responses once, and after four responses another time, maintaining an average of three. This unpredictability creates high, steady rates of responding and makes the behavior

ANSWERS

1. (A) A scientific approach to identifying environmental variables that influence socially significant behavior

Applied Behaviour Analysis is a systematic approach focused on improving socially significant behaviors through the identification of environmental variables. It utilizes experimental methods to demonstrate functional relationships between interventions and behavioral changes. By analyzing how environment influences action, practitioners develop evidence-based strategies that enhance the quality of life for individuals across diverse educational and social settings.

2. (C) Operant Conditioning

Operant conditioning focuses on the relationship between voluntary behaviors and their immediate consequences, which determine the probability of those behaviors recurring. This framework explains how reinforcement and punishment shape learning through environmental interaction. It differs from classical conditioning by emphasizing the individual's active role in the environment and the resulting feedback loops that strengthen or weaken specific behavioral responses.

3. (A) Both A and R are true and R is the correct explanation of A

Behavioral definitions must be observable and measurable to ensure objective data collection and scientific validity. Subjective internal states cannot be directly seen or verified by multiple observers, making them unreliable for tracking progress or making clinical decisions. Establishing clear, physical criteria for behavior allows for consistent monitoring and accurate evaluation of intervention effectiveness across different observers and settings.

4. (D) Technological, Applied, Conceptually Systematic, and Generality

Seven core dimensions define Applied Behaviour Analysis as a scientific discipline. These include being applied to socially significant problems, being technological so procedures can be replicated, remaining conceptually systematic by adhering to behavioral principles, and ensuring generality so changes last and spread to new environments. These pillars distinguish the field from other psychological frameworks by ensuring scientific rigor and practical utility.

5. (A) I and II only

Behavior refers to the observable actions of a biological organism as it interacts with the environment. To be scientifically analyzed, these actions must be detectable by external senses or measurement tools. While physiological responses are measurable, the standard definition in this context emphasizes interactions that can be objectively validated by observers to ensure reliable and consistent data collection for interventions.

6. (C) Latency Recording

Latency recording measures the specific amount of time that elapses between the presentation of a discriminative stimulus and the initiation of the target behavior. This data is critical for students who may understand an instruction but take an excessive amount of time to begin the task. Improving latency helps increase the overall efficiency of learning and reduces instructional delays.

7. (D) To identify functional relations between antecedents, behaviors, and consequences

Direct descriptive assessments involve observing a student in their natural environment to record specific antecedents and consequences related to a target behavior. This process helps identify patterns and functional relations that suggest why a behavior is occurring. By understanding the environment's role, educators can develop more effective, function-based intervention plans that address the underlying purpose of the student's actions.

8. (A) Positive reinforcement via social mediated attention

Positive reinforcement occurs when the presentation of a stimulus immediately following a behavior increases the future frequency of that behavior. In this scenario, the classroom assistant provides social attention in response to the pencil-tapping. Because the rate of tapping subsequently increased, the attention served as

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used carefully to avoid placing undue pressure or blame on the target student. When implemented correctly, it can effectively promote positive social interactions and collective achievement.

80. (D) The time elapsing between two consecutive occurrences of the same response
Inter-response time measures the duration between the end of one instance of a behavior and the beginning of the next. Monitoring this is important for behaviors that occur too frequently or too slowly. For example, increasing the time between bites of food or decreasing the time between math problems can be important goals for improving a student's functional performance and efficiency.

81. (A) Stimulus Discrimination Training
Stimulus discrimination training involves reinforcing a behavior in the presence of one stimulus but not others. This helps the student learn to respond correctly to specific cues, such as identifying a red block when asked. By reinforcing correct choices and withholding reinforcement for incorrect ones, the teacher establishes stimulus control, ensuring the student can distinguish between different environmental signals and instructions.

82. (C) Extinction is withdrawing reinforcement from a behavior, causing a gradual decrease in its rate.
Extinction is a specific procedure where the reinforcer that maintains a behavior is no longer provided. This leads to a gradual reduction in the behavior's frequency over time. It is not a form of punishment, as nothing is added or taken away; rather, the reward is simply withheld. For extinction to be successful, it must be applied consistently across all settings and people.

83. (A) Creating proactive environmental modifications and teaching replacement skills
Modern behavioral support models focus on proactive strategies that prevent challenging behaviors before they occur. This includes modifying the classroom environment and teaching students more effective ways to communicate their needs. By focusing on skill-building and environmental design, educators create a positive school climate that supports the success of all students and reduces the need for reactive disciplinary measures.

84. (D) The learner emits untrained, functionally equivalent responses that achieve the same outcome.
Response generalization occurs when a student develops new ways to perform a skill that were not directly taught but achieve the same goal. For example, a student taught to say "Hello" might start saying "Hi" or "Good morning" on their own. This indicates a deep understanding of the skill's function and is a vital component of successful and flexible learning.

85. (B) Incorporating high-interest topics into tasks and offering frequent short breaks
Antecedent interventions address the triggers of challenging behavior before they happen. If a student acts out to escape difficult work, making the tasks more engaging and providing regular breaks can reduce the motivation to escape. These proactive strategies help keep the student on task and decrease the likelihood of disruptive behavior, creating a more productive and positive learning environment.

86. (C) Permanent Product Recording
Permanent product recording involves measuring the tangible outcomes of a behavior after it has occurred. Examples include completed worksheets, cleaned desks, or written sentences. This method is highly efficient because the teacher does not need to observe the student during the task. It provides a reliable record of performance that can be evaluated at any time, making it ideal for academic assessment.

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87. (D) The systematic removal of a prompt while the response moves under natural stimulus control
Fading is the process of gradually withdrawing instructional support until the student can perform a skill independently. The goal is for the natural environment to trigger the behavior rather than an artificial prompt. Successful fading is essential for ensuring that learned skills are useful in real-world settings where constant teacher assistance is not available, promoting the student's overall independence and confidence.

88. (A) Each student who meets the criterion receives reinforcement, independent of peer performance.
In an independent group contingency, reinforcement is available to every student, but each person must meet the goal on their own to earn the reward. This approach treats each

explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. In which year did the World Health Organization (WHO) formally introduce the concept of Community-Based Rehabilitation through its manual "Training in the Community for People with Disabilities"?
(A) 1979
(B) 1989
(C) 1999
(D) 2005

14. Under the economic context of CBR, "Microfinance" and "Self-Help Groups (SHGs)" are heavily emphasized. Why are SHGs crucial in rural CBR programs?
(A) They completely replace the need for formal special schooling and structured academic education for all children with special needs.
(B) They legally exempt the local community from paying municipal taxes to ensure financial relief for families of disabled persons.
(C) They offer peer support, collective bargaining, and accessible micro-credit to disabled individuals and their primary caregivers.
(D) They are officially mandated by the state to act as clinical diagnostic bodies and medical assessment units in rural regions.

15. Read the following statements regarding the core principles of Community-Based Rehabilitation (CBR) as per the World Health Organization (WHO) guidelines:
I. Accessibility of physical, social, and economic environments.
II. Equity and non-discrimination across all interventions.
III. Compulsory institutionalization of individuals with profound disabilities.
IV. Sustainability through community ownership and local resource utilization.
Which of the above statements are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

16. Which of the following statements is INCORRECT regarding the differences between CBR and Institutional Living?
(A) Institutional living relies on rigid schedules and clinical routines, while CBR adapts to the natural daily routines of the individual and their family.
(B) CBR requires less capital expenditure per capita for infrastructure compared to running large residential institutions.
(C) CBR models completely eliminate the need for any specialized medical or therapeutic services.
(D) CBR enhances the social capital of the individual with disability, while institutional living often isolates them from community peers.

17. When initiating a CBR program in a rural village in India, what should be the first step for a CBR worker to prepare the community?
(A) Establish a specialized and expensive vocational training workshop in the village center without conducting any prior community consultation.
(B) Conduct a local needs assessment and hold structured focus group discussions with village panchayats, families, and community health workers.
(C) Distribute standardized wheelchairs, crutches, and hearing aids to all residents in the area regardless of their individual physical assessments.
(D) Initiate immediate judicial litigation against the local district administration for historical non-compliance with regional disability acts.

18. Read the following scenario and answer the question: A CBR worker is planning an awareness campaign on Intellectual Disabilities in a village where locals believe that a child born with developmental delays is the result of black magic or divine wrath. Which of the following methods of awareness generation would be most effective and culturally sensitive to change community attitudes in this scenario?
(A) Distributing highly complex English pamphlets and scientific research articles on clinical genetics and cognitive neuroscience to the rural villagers.
(B) Arranging a formal academic lecture by an urban neurosurgeon using high-level clinical slides in English without translation for the local audience.

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97. (A) Stimulus Prompt
A stimulus prompt involve modifying the teaching materials to help the student make the correct choice. For example, making the correct answer card larger or a different color than the others acts as a cue. These prompts are useful for ensuring early success and are gradually faded out so the student eventually learns to respond to the natural characteristics of the materials.

98. (C) Reinforcement increases future behavior, while punishment decreases future behavior.
The fundamental difference between reinforcement and punishment is their effect on the future frequency of a behavior. Reinforcement, whether positive or negative, always makes a behavior more likely to happen again. Punishment always makes a behavior less likely to happen. Educators must understand these effects to correctly apply behavioral principles and achieve the desired changes in student performance and classroom conduct.

99. (A) To actively involve the student in choosing target behaviors and mutually agreeable rewards
Negotiation in behavioral contracting gives the student a voice in the process, which can significantly increase their motivation and commitment. By choosing the rewards they want to work for and agreeing on the goals, the student becomes an active participant in their own behavioral change. This collaborative approach fosters independence and ensures that the contract is fair and meaningful for both parties.

100. (D) To ensure newly learned skills generalize to natural settings and maintain over time
Fading artificial prompts and moving toward intermittent reinforcement schedules are essential steps for promoting behavioral autonomy. These techniques ensure that the student no longer relies on teacher assistance to perform skills. By aligning reinforcement with natural environmental conditions, the learned behavior becomes more durable, easier to maintain over time, and more likely to occur in diverse and novel real-world settings.

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including parents of children with special needs (CWSN), local teachers, panchayat members, and youth with disabilities.
II. Formulate open-ended questions focused on school accessibility and transport issues.
III. Restrict the entry of persons with severe communication or sensory impairments to maintain speed.
IV. Facilitate the discussion ensuring that dominant participants do not overshadow marginalized voices.
V. Record, analyze, and translate the discussion points into concrete community actions.

Which of the above statements are correct?
(A) I, II, III and IV
(B) I, II, IV and V
(C) II, III, IV and V
(D) I, III, IV and V

26. In the context of Family Counselling within CBR, what is the primary objective of "Family Support Groups"?
(A) To provide a platform where parents can share coping strategies, exchange experiences, and reduce emotional isolation.
(B) To completely replace formal psychological counseling, specialized clinical therapies, and necessary medical interventions.
(C) To establish a formal corporate entity to collect membership fees and finance private business ventures for the families.
(D) To design and draft developmental plans without involving certified special education or medical professionals.

27. Under Section 135 of the Companies Act, 2013 (India), corporate companies are encouraged to direct Corporate Social Responsibility (CSR) funds toward social development. How can these CSR funds be utilized under the CBR framework?
(A) Funding the political campaigns of local municipal candidates who pledge to support regional infrastructure development.
(B) Setting up inclusive vocational centers, distributing assistive devices, and building barrier-free community infrastructure.
(C) Paying direct monthly salaries and performance bonuses to administrative employees working in state welfare departments.
(D) Constructing private luxury wellness resorts and recreation centers exclusively for the use of corporate executives.

28. Why is gender-sensitive planning crucial in CBR programs in India?
(A) Because males with disabilities in rural India are statistically far more likely to be abandoned by their immediate families than females.
(B) Because women and girls with disabilities face a double jeopardy of gender and disability, reducing their access to basic healthcare and schooling.
(C) Because national developmental policies in India do not provide any social welfare schemes or financial support for disabled males.
(D) Because female staff members are naturally more efficient at handling administrative and organizational tasks in local CBR offices.

29. Which of the following sequences represents the correct progression of stages in Family Counselling within a CBR framework for parents who have recently discovered their child has a developmental disability?
(A) Denial → Anger → Bargaining → Depression → Acceptance → Action
(B) Acceptance → Denial → Action → Anger → Bargaining → Depression
(C) Action → Acceptance → Depression → Anger → Denial → Bargaining
(D) Bargaining → Action → Denial → Depression → Acceptance → Anger

30. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Family-centred counselling is more effective in Indian CBR programs than individual-centred counselling.
Reason (R): In the Indian socio-cultural context, the family is the primary support system, caregiver, and decision-making unit for an individual with a disability.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. Which of the following is an example of "Community-Related Vocational Training" as opposed to standard institutional vocational training?
(A) Sending a person with intellectual disability

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Which of the following interventions is most aligned with the CBR approach for Ramesh?
(A) Sending Ramesh to a specialized, city-based residential institute in Delhi to complete a standard course in computer programming and web design.
(B) Securing a monthly government pension for Ramesh and advising his family to keep him safely at home to avoid challenging community interactions.
(C) Purchasing an expensive, specialized weaving machine for Ramesh's home without providing training or support to anyone else in his local community.
(D) Training Ramesh's family and a local grocery store owner to teach Ramesh inventory stocking and basic packaging skills within his own village.

7. Which of the following statements is INCORRECT regarding the guiding principles of Community-Based Rehabilitation?
(A) CBR promotes the empowerment of persons with disabilities and their families.
(B) CBR assumes that all rehabilitation interventions must be led and directed by medical professionals only.
(C) CBR advocates for gender equality and ensures equal participation of girls and women with disabilities.
(D) CBR emphasizes the use of culturally appropriate and locally available technology.

8. Which Article of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) specifically addresses "Habilitation and Rehabilitation", providing a structural basis for CBR programs globally?
(A) Article 9 (Accessibility)
(B) Article 19 (Living independently and being included in the community)
(C) Article 24 (Education)
(D) Article 26 (Habilitation and Rehabilitation)

9. Read the following statements regarding the socio-cultural barriers in India that affect the implementation of Community-Based Rehabilitation (CBR) programs:
I. Deep-rooted superstitious beliefs that attribute disability to past-life sins (karma) can lead to social isolation of the family and the individual.
II. Gender discrimination intersects with disability, making women and girls with disabilities highly vulnerable to neglect and exclusion from CBR services.
III. Rural-urban migration has no impact on the sustainability of volunteer-based community networks in rural CBR programs.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

10. In many developing economies, the "vicious cycle of poverty and disability" is a primary focus of CBR. How does CBR attempt to break this cycle?
(A) By linking local rehabilitation with sustainable livelihood opportunities, vocational training, and community self-help groups.
(B) By advising families of persons with disabilities to migrate to high-income urban areas in search of informal employment.
(C) By distributing direct cash handouts to families on a monthly basis without implementing any local capacity-building measures.
(D) By recommending that families focus exclusively on academic degrees rather than developing practical, hands-on livelihood skills.

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11. Which of the following pairs is correctly matched regarding the CBR Matrix components and their illustrative sub-components?
(A) Livelihood — Assistive devices, medical care, and therapeutic interventions
(B) Empowerment — Advocacy, communication, and self-help groups
(C) Social — Self-advocacy, political participation, and local governance
(D) Education — Marriage, culture, leisure, and sports

12. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Deinstitutionalization is a fundamental goal of modern Community-Based Rehabilitation programs.
Reason (R): Institutional living often results in depersonalization, loss of independence, and social exclusion, whereas CBR promotes inclusion within the natural family and community setting.
(A) Both A and R are true and R is the correct

CHAPTER 16
Community Based Rehabilitation

1. What is the primary focus of Community-Based Rehabilitation (CBR) as defined by the World Health Organization (WHO), International Labour Organization (ILO), and UNESCO?
(A) Providing specialized clinical care in urban tertiary hospitals.
(B) Promoting community-based development for rehabilitation, equalization of opportunities, and social inclusion of all people with disabilities.
(C) Creating separate residential schools and vocational colonies for persons with disabilities.
(D) Ensuring medical interventions are completed before social integration begins.

2. The WHO Community-Based Rehabilitation (CBR) Matrix comprises five key components. Which of the following represents these five components correctly?
(A) Prevention, Cure, Care, Placement, Integration
(B) Identification, Assessment, Intervention, Schooling, Employment
(C) Medicine, Therapy, Assistive Devices, Special Education, Vocational Training
(D) Health, Education, Livelihood, Social, Empowerment

3. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Community-Based Rehabilitation (CBR) is considered a more sustainable model for developing countries like India than institutionalized rehabilitation.
Reason (R): CBR utilizes local resources, family involvement, and community-level infrastructure, lowering the overall cost of service delivery and widening reach.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following best defines the principle of "Participation" within the context of Community-Based Rehabilitation?
(A) Ensuring that special educators take full responsibility for making decisions on behalf of the person with disability.
(B) Requiring the local government to bear 100% of the financial burden of CBR.
(C) Involving persons with disabilities and their families actively in every stage of planning, implementation, and evaluation of rehabilitation programs.
(D) Encouraging corporate houses to direct all CSR funding to NGOs working in rural areas.

5. Which of the following is a key operational characteristic that distinguishes Community-Based Rehabilitation (CBR) from Institutional Rehabilitation?
(A) CBR integrates rehabilitation services into daily community life, while institutional care typically separates individuals from their natural environments.
(B) CBR prioritizes specialized, clinic-based diagnostic evaluations in urban centers rather than practical, functional assessments in everyday environments.
(C) Institutional rehabilitation relies primarily on natural community supports and family networks, whereas CBR depends entirely on specialized clinical therapists.
(D) CBR mandates the permanent residential placement of the disabled individual within state-run rehabilitation facilities to receive highly structured therapy.

6. Read the following scenario and answer the question: Ramesh is an 18-year-old youth with moderate Intellectual Disability living in a rural block of Rajasthan. The local special educator wants to design a vocational training program for him. Instead of sending Ramesh to a city-based vocational institute where he would live in a hostel, the educator uses a CBR approach.

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(C) Publicly reprimanding the village elders and religious leaders during a formal panchayat meeting for promoting historical superstitious beliefs.
(D) Organizing a community street play (Nukkad Natak) using local folk language to debunk common myths and showcase the potential of disabled children.

19. Under the Rights of Persons with Disabilities (RPWD) Act 2016, which section emphasizes "rehabilitation" of persons with disabilities, particularly in the areas of health, employment, and education?
(A) Section 3
(B) Section 16
(C) Section 27
(D) Section 34

20. What is "Self-Advocacy" in the context of community preparation and empowerment of persons with disabilities?
(A) The system wherein a professional special educator represents the child in judicial proceedings and makes all educational decisions.
(B) The situation where a corporate donor dictates the specific type of vocational training a person with a disability must undergo.
(C) The process where persons with disabilities speak, represent, and make independent decisions regarding their own lives and rights.
(D) The practice of parents taking complete, permanent control of their adult disabled child's financial resources and social choices.

21. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Citizen advocacy is an essential community preparation tool in CBR programs.
Reason (R): It pairs a volunteer citizen with a person with a disability to provide personal support, representation, and advocacy, reducing the individual's vulnerability to neglect and abuse.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. Focus Group Discussions (FGDs) in CBR programs are primarily used to:
(A) Perform standardized psychometric IQ testing and clinical cognitive evaluations of children with special needs in a group setting.
(B) Mediate and resolve personal domestic and marital disputes among family members of children who have severe developmental delays.
(C) Screen large groups of children for sensory impairments using specialized, high-cost diagnostic medical equipment in urban centers.
(D) Gather qualitative data, understand community attitudes, and identify solutions to barriers faced by persons with disabilities.

23. Which of the following pairs is correctly matched regarding the type of advocacy and its practice in CBR?
(A) Self-Advocacy — A national parent organization filing a class-action lawsuit on behalf of all special schools.
(B) Citizen Advocacy — A local resident volunteer supporting an autistic individual to access a community bank account.
(C) Systems Advocacy — An individual with a physical disability demanding a ramp be constructed in their personal home.
(D) Legal Advocacy — A family sibling teaching a child with Down syndrome how to dress and groom themselves independently.

24. While planning awareness programs in rural areas for CBR, which of the following is NOT an effective or recommended method?
(A) Involving local community leaders and village Sarpanches to endorse the awareness programs.
(B) Using visual aids, puppets, and interactive folk games instead of text-heavy academic pamphlets.
(C) Using highly clinical, diagnostic, and pathological terminology to impress the rural audience.
(D) Ensuring that all terminology and language used is highly respectful and culturally appropriate.

25. Read the following steps in organizing a Focus Group Discussion (FGD) to address barrier-free access in a local primary school:
I. Identify and invite key stakeholders,

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student individually within a group setting, avoiding the pressure of collective performance. It is a practical and fair way to manage classroom behavior while still allowing for a group-wide reinforcement system.

89. (B) It involves structured, teacher-directed trials with clear beginnings and ends.
Discrete trial teaching is a highly structured instructional method that breaks skills down into small, teachable units. Each trial has a clear start, an opportunity for the student to respond, and an immediate consequence. This format is particularly effective for students with autism and other developmental disabilities, as it provides multiple, clear learning opportunities and facilitates the acquisition of complex new skills.

90. (B) To identify items or activities likely to serve as effective reinforcers
A preference assessment is a systematic way to discover what a student likes and is willing to work for. Since reinforcement is individual, identifying highly motivating items or activities is essential for the success of any behavioral intervention. Regular assessments are necessary because preferences can change over time. Using preferred items ensures that the student remains engaged and motivated during instructional sessions.

91. (A) For the first correct response after 2 minutes have elapsed since the last reinforcement
A fixed interval schedule provides reinforcement for the first correct response that occurs after a set amount of time has passed. In an FI2 schedule, once two minutes have elapsed, the next correct action is rewarded. This schedule often produces a "scalloped" pattern of responding, where the rate of behavior increases as the end of the time interval approaches.

92. (C) It is highly vulnerable to rapid extinction and satiation effects.
While continuous reinforcement is excellent for teaching new behaviors, it has significant drawbacks for maintenance. If the reward is given every time, the student can quickly become satiated. Furthermore, if reinforcement is suddenly stopped, the behavior is likely to end very quickly. Transitioning to intermittent reinforcement is necessary to make the behavior more durable and resistant to changes in the environment.

93. (D) Presenting several easy requests immediately before presenting a target difficult request
Behavioral momentum involves asking the student to complete several high-probability tasks that they are likely to do before presenting a more difficult, low-probability task. This builds a pattern of compliance and success, making the student more likely to follow the difficult instruction. This antecedent strategy is effective for reducing non-compliance and helping students transition through challenging parts of their daily routine.

94. (C) The student is removed from the classroom to a location where all reinforcement is completely unavailable.
Exclusionary time-out involves moving the student to a separate area where they cannot access any of the reinforcing activities of the classroom. This is a more restrictive procedure used when other methods are not effective. For it to work as punishment, the classroom must be a place the student wants to be, making the removal from it a clear and meaningful consequence.

95. (B) An establishing operation increasing a reinforcer's value due to lack of recent access
Deprivation occurs when a student has not had access to a particular reinforcer for a period of time, which increases its effectiveness as a motivator. For example, a student might be more motivated by social attention if they have been working alone. Understanding deprivation helps educators time their reinforcement to be as effective as possible, ensuring the student remains motivated to perform.

96. (D) Stimulus Discrimination
Stimulus discrimination is the process through which a student learns to respond to a specific cue while ignoring similar but incorrect ones. For example, a student learns to stop at a red light but not a green one. This skill is fundamental to following instructions and interacting safely and appropriately with the world, ensuring that behaviors occur under the correct environmental conditions.

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to an urban technology park to learn computer coding without local adaptation.
(B) Teaching a blind individual to operate highly specialized, imported machinery that is unavailable in their home district.
(C) Standardizing a single, uniform vocational course for all disability types across the state regardless of local job markets.
(D) Training a youth with locomotor disability in a local dairy farm or tailoring shop using existing community resources.

32. Which of the following national institutes in India plays a leading role in training professionals, preparing material, and promoting models of Community-Based Rehabilitation?
(A) National Institute of Mental Health and Neurosciences (NIMHANS), located in Bengaluru.
(B) National Institute of Public Cooperation and Child Development (NIPCCD), located in New Delhi.
(C) National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID), Secunderabad.
(D) National Institute of Disaster Management (NIDM), New Delhi.

33. Read the following statements regarding "Person-Centred Planning" (PCP) in the school education of children with special needs within a Community-Based Rehabilitation (CBR) context:
I. PCP focuses primarily on the child's deficits and medical diagnoses rather than their strengths, interests, and aspirations.
II. PCP involves a collaborative circle of support, including the student, family, friends, and educators, to plan the student's future.
III. PCP is dynamic and adapts to the changing desires and life stages of the individual.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

34. In inclusive classrooms, how can CBR workers and teachers foster "Peer Group Support" for a student with Visual Impairment?
(A) By appointing a designated peer buddy to complete all academic assignments on behalf of the visually impaired student.
(B) By strictly instructing peers not to communicate with the visually impaired student to avoid causing any classroom distraction.
(C) By isolating the visually impaired student's desk at the back of the classroom with a dedicated personal special tutor.
(D) By sensitizing peers, teaching basic sighted-guide techniques, and encouraging collaborative group learning activities.

35. Read the following scenario and answer the question: Sunita is a 14-year-old girl with mild Cerebral Palsy who uses a walker. She is transitioning from primary school to a local high school that is located 2 km away. The road is uneven, and the high school has entrance stairs without a ramp. As part of an Individualized Transition Plan (ITP) in a CBR framework, which action is most appropriate?
(A) Collaborating with the school committee to build a ramp, training Sunita on routes, and establishing a peer transit group.
(B) Advising Sunita's parents to terminate her formal education immediately, as high school is unsuitable for disabled children.
(C) Purchasing an expensive motorized wheelchair for Sunita without making any modifications to the school building or roads.
(D) Requesting the state board to exempt Sunita from physical school attendance and allow her to take all examinations from home.

36. What is the main objective of an "Individualized Transition Plan" (ITP) for students with special needs?
(A) To transition a child from a public mainstream school to a private residential special school located in an urban center.
(B) To transition a student from one academic grade to the next based purely on their medical recovery and physiological status.
(C) To facilitate the smooth transition of a student from school to post-secondary education, vocational training, and independent living.
(D) To assist vulnerable families in migrating from rural villages to high-income urban centers to receive clinical treatments.

37. "Self-Determination" is a critical skill for transition planning. Which of the following actions demonstrates self-determination in a young adult with a learning disability?
(A) Expressing preferences, setting goals,

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and advocating for necessary academic accommodations during transition meetings.
(B) Allowing their primary special educator to choose their career path and vocational goals without any personal input.
(C) Conforming blindly to the career and lifestyle expectations of their non-disabled peer group in the neighborhood.
(D) Refusing any form of assistive technology or specialized educational support out of personal pride and independence.

38. The Rehabilitation Council of India (RCI) Act, 1992, is vital for CBR because it:
(A) directs the mandatory allocation of corporate tax funds to rural municipal bodies for disability-related infrastructure.
(B) directs all private educational institutions to reserve exactly 25% of their seats for children from economic backgrounds.
(C) provides low-interest micro-finance loans and business startup capital directly to registered disabled entrepreneurs.
(D) regulates and standardizes training programs for professionals working in special education and rehabilitation.

39. Which of the following is NOT an essential component of an Individualized Transition Plan (ITP)?
(A) Post-secondary goals based on age-appropriate transition assessments.
(B) A detailed psychiatric diagnosis of the parents' mental health status.
(C) Transition services, including courses of study, needed to assist the student in reaching those goals.
(D) Evidence of the student's participation in the planning process.

40. In training a young adult with moderate Intellectual Disability for "Skills for Living within the Community," which instruction technique uses "Task Analysis"?
(A) Presenting the entire complex vocational task as a single step and demanding immediate mastery from the student.
(B) Lecturing the student verbally on community living skills without providing any practical demonstration or practice.
(C) Breaking down a complex skill into small, sequential, and manageable steps, and teaching them step-by-step.
(D) Implementing strict physical punishments whenever the student makes a behavioral error during community outings.

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41. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Teaching self-management skills is central to transition planning for adolescents with Autism Spectrum Disorder (ASD).
Reason (R): Self-management strategies, such as visual schedules, self-monitoring checklists, and timers, reduce dependence on adult prompts and enhance independence in community settings.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. What is "Supported Employment" in the context of community-based employment for persons with developmental disabilities?
(A) Competitive work in integrated settings, with ongoing support services like a job coach to help learn the job.
(B) Working in a segregated sheltered workshop setting where only individuals with disabilities are hired to work.
(C) Providing a monthly financial pension so the individual is completely exempted from having to seek employment.
(D) Assigning the individual to work exclusively from home without any professional contact with coworkers or peers.

43. Which of the following pairs is correctly matched regarding employment models for PwDs in CBR?
(A) Sheltered Employment — An inclusive corporate office where disabled and non-disabled employees work side-by-side.
(B) Supported Employment — Use of a Job Coach to facilitate skill acquisition and adaptation in an open employment market.
(C) Social Entrepreneurship — A mandatory government job reservation system requiring a strict 4% employment quota.
(D) Self-Employment — Working as an unpaid administrative intern in a state-run institutional rehabilitation hospital.

44. The National Education Policy (NEP) 2020 emphasizes the creation of "Special Education Zones" (SEZs) and "Gender-Inclusion Funds"

to facilitate inclusive education. How does this align with CBR?
(A) It isolates children with special needs in highly specialized zones far away from their natural families and communities.
(B) It supports decentralized resource allocation to ensure access to education for marginalized children with disabilities.
(C) It completely replaces the role of local panchayats and municipal bodies in rural education and resource management.
(D) It legally mandates that all children with developmental disabilities must attend residential state special schools.

45. Read the following statements regarding the recognized strategies for developing "Self-Determination" skills in children with special needs:
I. Teaching choice-making skills in early childhood by offering controlled options.
II. Allowing the student to lead or actively participate in their own IEP/ITP meetings.
III. Encouraging the child to set short-term personal goals and evaluate their own performance.
IV. Shielding the child from all risk and decision-making to prevent any experience of failure.
Which of the above statements are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

46. What is the primary limitation of traditional "Sheltered Workshops" compared to Community-Based Livelihood programs?
(A) Sheltered workshops are too highly integrated into mainstream society and cause excessive emotional stress to the disabled individual.
(B) Sheltered workshops are completely free to operate and require absolutely no administrative, clinical, or financial support.
(C) They often promote isolation, offer sub-minimum wages, and limit peer interaction, whereas CBR focuses on inclusive livelihood options.
(D) Sheltered workshops focus too heavily on community-based adaptation, human rights advocacy, and self-advocacy skill training.

47. Under the RPWD Act 2016, what is the reservation percentage of jobs in government establishments for persons with benchmark disabilities?
(A) 1%
(B) 3%
(C) 4%
(D) 5%

48. When training an individual with moderate intellectual disability to use public transport as a "Skill for Living within the Community," which prompting hierarchy is most effective to promote independence and ensure safety in the early stages?
(A) Full physical assistance → Partial physical assistance → Modeling → Verbal prompt → Natural cue
(B) Natural cue → Verbal prompt → Modeling → Partial physical assistance → Full physical assistance
(C) Full physical assistance only, permanently, to ensure complete safety
(D) Implementing a strict trial-and-error method without any prompting or guidance.

49. What is "Universal Design for Learning (UDL)" in the context of higher education for persons with disabilities within a community model?
(A) Providing a single, rigid academic curriculum that all enrolled students must adapt to without any modifications.
(B) A framework that provides multiple means of representation, multiple means of expression, and multiple means of engagement.
(C) Creating a completely separate physical campus specifically and exclusively for students with special educational needs.
(D) Restricting college admission and enrollment only to students who are capable of reading standard printed materials.

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Early intervention programs should be integrated into community-based services (like Anganwadis) rather than only in specialized urban pediatric clinics.
Reason (R): Community-based early intervention reaches children in their natural environment, maximizes parent participation, and enables timely screening and stimulation within local resources.
(A) Both A and R are true and R is the correct explanation of A

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ANSWERS

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1. (B) Promoting community-based development for rehabilitation, equalization of opportunities, and social inclusion of all people with disabilities.
Community-Based Rehabilitation focuses on utilizing local resources to enhance the quality of life for persons with disabilities. It emphasizes social inclusion and equalization of opportunities through community-based development. This strategy involves the participation of individuals, families, and the wider community to ensure rights and accessibility. It moves beyond clinical care to holistic social integration and empowerment.

2. (D) Health, Education, Livelihood, Social, Empowerment
The World Health Organization developed the Community-Based Rehabilitation matrix as a comprehensive framework for action. It consists of five key pillars which are health, education, livelihood, social, and empowerment. Each component includes specific sub-sectors designed to address the diverse needs of persons with disabilities. This matrix guides the planning and implementation of multisectoral programs at the local level.

3. (A) Both A and R are true and R is the correct explanation of A
Community-Based Rehabilitation is a highly sustainable model for developing nations because it reduces the financial burden on the state and families. By mobilizing local infrastructure and involving family members as primary caregivers, the model extends its reach into remote areas. This approach ensures that rehabilitation services are culturally relevant, cost-effective, and deeply rooted in the community's existing resources.

4. (C) Involving persons with disabilities and their families actively in every stage of planning, implementation, and evaluation of rehabilitation programs.
Participation in rehabilitation implies that individuals with disabilities are not passive recipients of services but active decision-makers. It requires their meaningful involvement in planning and evaluating programs that affect their lives. This principle ensures that interventions are tailored to their specific needs and aspirations. Engaging families and local stakeholders further strengthens the support network and promotes long-term program success.

5. (A) CBR integrates rehabilitation services into daily community life, while institutional care typically separates individuals from their natural environments.
Community-Based Rehabilitation differs from institutional models by delivering services within the individual's natural environment rather than in segregated facilities. While institutions often rely on rigid clinical routines that isolate people, the community model promotes social integration through daily interactions. This strategy focuses on functional independence and utilizes local support systems to facilitate a more inclusive and natural lifestyle.

6. (D) Training Ramesh's family and a local grocery store owner to teach Ramesh inventory stocking and basic packaging skills within his own village.
Training an individual within their own village using local businesses aligns with the core philosophy of community-based rehabilitation. This method ensures that the skills learned are practical and immediately applicable to the local economy. Involving family members and local shopkeepers creates a natural support system. This localized approach promotes social inclusion and avoids the isolation of residential institutions.

7. (B) CBR assumes that all rehabilitation interventions must be led and directed by medical professionals only.
Community-Based Rehabilitation is a multisectoral strategy that rejects the idea of being solely medical-centric. While healthcare is important, the model prioritizes social inclusion, empowerment, and educational rights. It encourages the involvement of diverse stakeholders, including persons with disabilities, their families, and local leaders. This approach ensures that rehabilitation is holistic and not limited to clinical interventions alone.

with responsibilities → 4. Implementing and reviewing
(B) 1. Action plan → 2. Review → 3. Deficit checklist → 4. Diagnostic testing
(C) 1. Diagnostic clinical testing → 2. Institutional placement → 3. Medical clearance → 4. Academic test
(D) 1. Future vision → 2. Deficit listing → 3. Specialized classroom tutoring → 4. Job assignment

58. How does "Home-Based Employment" fit into the CBR framework for individuals with severe or multiple disabilities who cannot commute to a workplace?
(A) A viable, choice-based option where CBR workers link the individual with local cottage industries or digital micro-work.
(B) The ideal, mandatory vocational option for all persons with disabilities regardless of their personal choices or skills.
(C) A strategic rehabilitation method designed to keep the disabled person safely hidden away from mainstream local society.
(D) A comprehensive intervention that completely replaces the need for any vocational training or physical skill development.

59. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Corporate Social Responsibility (CSR) partnerships are highly beneficial for scaling up CBR programs.
Reason (R): CSR partners can provide not only financial capital but also corporate expertise, technical infrastructure, and employment pipelines for persons with disabilities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

60. Which of the following statements is INCORRECT about "Citizen Advocacy"?
(A) It is typically a one-to-one relationship between a volunteer and a person with disability.
(B) The advocate is a paid professional hired by the state department of social justice.
(C) It is a long-term relationship based on mutual trust and community integration.
(D) It aims to protect the person with a disability from social isolation and exploitation.

61. In a rural village, a CBR worker helps establish a "Family Support Group" for parents of children with developmental disabilities. What is a key outcome of this initiative?
(A) Parents gain mutual strength, share resources, advocate collectively to schools, and reduce village-level stigma.
(B) Parents decide to stop bringing their children to local schools and keep them permanently isolated at home.
(C) The local CBR worker is officially and permanently relieved of all their professional and therapeutic duties.
(D) Parents establish an independent, parallel judicial and legal arbitration system within their local village.

62. Read the following scenario and answer the question: Geeta is a 20-year-old woman with severe Intellectual Disability who exhibits self-stimulatory hand-flapping behaviors and has limited functional speech. The local CBR worker wants to design a "Skill Training for Living within the Community" program for her. Her family wants her to be able to participate safely in local community gatherings and weddings. Which of the following interventions represents a person-centred, positive behavior support approach?
(A) Applying strict physical restraints to tie her hands during community events to prevent any hand-flapping behaviors.
(B) Keeping her locked in a separate, dark room during family events to preserve the social honor of the immediate family.
(C) Teaching functional communication cards, identifying sensory spaces, and educating community members about developmental delay.
(D) Enrolling her in a rigid, academic-only special education curriculum in a specialized school located in the capital.

63. What is "Community-Based Vocational Training" (CBVT)?
(A) Vocational training conducted in segregated workshops located inside highly secure clinical psychiatric institutions.
(B) A theoretical course on basic macroeconomics taught to general students in mainstream secondary high schools.

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(C) Formal seminars designed to train local political leaders on how to write municipal and rehabilitation budgets.
(D) Vocational training occurring in community environments, using actual local jobs and natural supports to teach skills.

64. Which of the following pairs is correctly matched regarding Transition Area and its typical goal?
(A) Independent Living — Securing a high-paying corporate managerial job.
(B) Post-Secondary Education — Learning how to ride a public bus with a peer.
(C) Community Participation — Joining a local sports club, youth group, or village panchayat committee.
(D) Vocational Training — Memorizing the medical definitions of various developmental disorders.

65. Section 16 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, (as amended) prohibits holding back or expelling any child. Section 3 of the RTE Act provides for:
(A) Mandating a strict reservation of seats in government corporate jobs for adults with physical disabilities.
(B) The right of every child with disability to free and compulsory education in an appropriate environment until age 18.
(C) Establishing fully segregated residential special education academies in every regional administrative district.
(D) Providing comprehensive tax exemptions and financial subsidies to private special education training colleges.

66. Read the following statements regarding the role of "Peer Group Support" in facilitating transition for a student with special needs from school to community:
I. Peers can act as natural cues and models for age-appropriate social interactions and behavior in public spaces.
II. Peers must be formally paid and hired as professional special education assistants to be effective.
III. Peer support fosters a natural sense of belonging, reduces school bullying, and eases the social transition to post-school community environments.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

67. In community-based vocational training for individuals with moderate intellectual disability, what is "Backward Chaining"?
(A) Completing all but the last step of a behavior chain, and teaching the learner to complete the final step for immediate success.
(B) Teaching only the first step of a task sequence first and performing all subsequent steps on behalf of the learner.
(C) Forcing the vocational learner to repeat the entire complex task in reverse alphabetical or chronological order.
(D) Punishing the vocational student whenever they make an error at any stage of learning the designated physical task.

68. Which of the following is INCORRECT regarding "Person-Centred Planning" (PCP)?
(A) The individual with a disability is the primary focus and driver of the plan.
(B) The plan highlights the person's capabilities, not just their deficits.
(C) The plan is static and cannot be modified once drafted by the expert team.
(D) It involves mobilizing both formal and informal (natural) community supports.

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69. The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, is notable for introducing which community-based legal and support option?
(A) Provisions for Legal Guardianship and schemes like 'Niramaya' (insurance) and 'Samarth' (respite care) for community living.
(B) Establishing comprehensive state pension schemes and medical benefits for disabled government administrative retirees.
(C) Implementing compulsory physical and military training programs for youth with mild locomotor and physical disabilities.
(D) Mandating a complete waiver of academic tuition fees in private medical and engineering institutes across the state.

70. To teach a young adult with intellectual disability how to cross a busy road near their home, which is the most appropriate instructional sequence?
(A) Reading an academic textbook about traffic rules and writing a descriptive essay to pass

a standard written test.
(B) Real-life training on the actual road with systematic prompting, fading, and practice of crossing steps during safe hours.
(C) Showing a simple two-dimensional animated movie about road safety and traffic signs in a dark classroom setting.
(D) Allowing the student to cross the busy road completely alone on the first day to see if they can navigate it safely.

71. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Self-advocacy should be a key target of the Individualized Transition Plan (ITP) for adolescents with mild intellectual disability.
Reason (R): Individuals with mild intellectual disability often face high levels of patronizing protective behaviors from family and community, which limits their autonomy and decision-making capacity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

72. Which of the following is an example of an "ecological assessment" used in Community-Based Rehabilitation?
(A) Administering a clinical Stanford-Binet intelligence test inside a highly controlled specialized clinic.
(B) Measuring the atmospheric carbon emissions and environmental pollution levels surrounding a rehabilitation center.
(C) Assessing the physical, social, and cultural demands of the specific environments where the PwD lives and works.
(D) Checking the child's genetic markers and blood samples for chromosomal abnormalities and hereditary disorders.

73. Which of the following statements is correct regarding the role of local government (Panchayati Raj Institutions - PRIs) in CBR in India?
(A) PRIs have no legal, constitutional, or administrative mandate to support or facilitate disability rehabilitation.
(B) PRIs are exclusively authorized to construct segregated residential special schools in remote rural blocks.
(C) PRIs possess the legal power to medically certify, diagnose, and treat severe psychiatric conditions in villages.
(D) PRIs play a key role in identifying local persons with disabilities, facilitating UDID cards, ensuring inclusion in welfare schemes, and utilizing Gram Panchayat funds.

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74. What is "Supported Higher Education" within the framework of inclusive community development?
(A) Providing accommodations, assistive tech, tutoring, and barrier-free access in mainstream colleges to enable higher education.
(B) A system where students with disabilities are automatically granted degrees without attending classes or examinations.
(C) Restricting students with disabilities strictly to distance-learning or correspondence-only educational formats.
(D) Establishing separate state-run universities specifically and exclusively for the enrollment of disabled students.

75. Read the following statements regarding the essential elements of an "Individualized Transition Plan" (ITP):
I. Clear post-school outcomes in employment, education, and independent living.
II. Annual measurable transition goals.
III. Timeline and names of agencies/individuals responsible for providing transition services.
IV. A list of medical cures and surgeries planned to correct the disability.
Which of the above statements are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

76. In a community-based employment program, what is the role of a "Job Coach"?
(A) Doing the entire designated vocational job on behalf of the employee with disability while they sit completely idle.
(B) Providing on-site training, adapting tasks, teaching social skills, and gradually fading support as the employee masters the job.
(C) Handling corporate tax filings, financial auditing, and human resource management for the mainstream employer.

(D) Enforcing strict clinical discipline and physically punishing the employee for minor behavioral or speed deviations.

77. Article 19 of the UNCRPD emphasizes "Living independently and being included in the community." How does this article direct state parties regarding CBR?
(A) Requiring states to provide community support services, including personal assistance, to facilitate inclusion.
(B) Mandating that all individuals with disabilities must reside in state-run group homes and medical centers.
(C) Mandating that immediate families must bear the entire financial and therapeutic cost of independent living.
(D) Advocating for the permanent closure of all mainstream public services to persons with physical disabilities.

78. Which of the following pairs is INCORRECTLY matched regarding disability category and the corresponding CBR intervention strategy?
(A) Blindness — Tactile maps of the village, orientation and mobility training in local streets, Braille literacy.
(B) Hearing Impairment — Training local community and family in basic Indian Sign Language and using visual schedules.
(C) Intellectual Disability — Multi-step abstract algebra training, complex medical surgery.
(D) Locomotor Disability — Installing ramps at local shops, handrails at the village well, providing tricycle or wheelchair.

79. Which of the following is considered a "natural support" in a community-based rehabilitation and employment model?
(A) A highly paid clinical psychologist hired from a specialized city hospital.
(B) A state government social welfare inspector conducting bi-annual audits.
(C) An expensive, imported robotic rehabilitation device utilized in a clinic.
(D) A coworker who prompts and helps a worker with Down syndrome check inventory.

80. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Focus Group Discussions (FGDs) are highly valuable during the initial phase of community preparation in CBR.
Reason (R): FGDs help identify community resources, uncover hidden taboos and superstitions, and build a sense of community ownership and partnership from the very beginning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

81. A group of adults with physical and sensory disabilities in a district forms a "Self-Advocacy Group." They meet with the District Collector to demand accessible public buses and tactile paths in public parks. This is an example of:
(A) Professional special education lobbying.
(B) Systems advocacy initiated through self-advocacy.
(C) Charity-based petitioning.
(D) Institutional rehabilitation coordination.

82. The Unique Disability ID (UDID) card project implemented by the Department of Empowerment of Persons with Disabilities, Government of India, facilitates CBR by:
(A) Exempting vulnerable families from paying for local municipal utilities like water and electricity permanently.
(B) Automatically securing unconditional admission into highly competitive private medical and engineering colleges.
(C) Replacing the statutory requirement of taking standard school and college examinations for certification.
(D) Providing a single document for identity and disability certification, streamlining access to benefits and services.

83. Under the "Social" component of the WHO CBR Matrix, which of the following areas is addressed to ensure inclusive community living?
(A) Relationships, family life, culture, recreation, and sports.
(B) Formal school curriculum modifications and academic resources.
(C) Setting up local micro-finance banks and cooperative savings.
(D) Surgical medical correction of physical structural impairments.

84. In Community-Based Rehabilitation (CBR), sustainability is achieved when:

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(A) the entire rehabilitation program is fully funded by an international NGO on a permanent basis.
(B) all persons with disabilities are successfully transferred to permanent urban residential healthcare homes.
(C) the community, local government, and families take ownership of the program and utilize local resources.
(D) professional special educators operate all administrative and clinical functions without local involvement.

85. Read the following scenario and answer the question: Preeti is a 16-year-old student with moderate-to-severe Autism Spectrum Disorder who transitions from an inclusive middle school to a community vocational center. She struggles with changes in daily routines and often experiences meltdowns when transitioning from one activity to another. As her CBR coordinator, which transition strategy is most effective to teach her self-management and reduce anxiety?
(A) Using a structured visual schedule, teaching her to use a timer, and training staff to recognize sensory overload.
(B) Keeping her in physical isolation and letting her complete simple tasks alone without any fixed daily schedule.
(C) Changing her vocational assignments every fifteen minutes randomly to force the rapid building of adaptability.
(D) Requesting her family to medicate her heavily so she remains completely sedated throughout the training sessions.

86. What is "Community-Based Employment" (CBE)?
(A) Working in a segregated government-run crafts factory designed exclusively for individuals with disabilities.
(B) Performing unpaid physical community services on a daily basis as part of a structured clinical therapeutic regimen.
(C) Setting up a remote, home-based workspace without having any professional or social interaction with community members.
(D) Sustainable work for persons with disabilities within mainstream local businesses, markets, or self-employment.

87. Which of the following strategies is most effective for a special educator to facilitate "Peer Group Support" for a student with ADHD in a mainstream classroom?
(A) Isolating the student at a separate desk situated at the very back of the classroom away from classmate interactions.
(B) Assigning a peer partner to assist with organizing materials, working in groups, and using positive reinforcement.
(C) Publicly listing the student's behavioral errors on the blackboard to encourage strict peer monitoring and pressure.
(D) Exempting the student entirely from following classroom rules and engaging in academic group peer interactions.

88. Read the following statements regarding the essential components of "Self-Management" skills that should be developed in persons with intellectual disabilities for independent living:
I. Self-monitoring (observing and recording one's own behavior).
II. Self-evaluation (comparing one's performance with a standard).
III. Self-reinforcement (delivering a reward to oneself for completing a task).
IV. Relying completely on adult physical prompts for every single daily task.
V. Self-instruction (using verbal cues or pictorial guides to direct oneself through a task).
Which of the above statements are correct?
(A) I, II, III and IV
(B) I, II, III and V
(C) I, III, IV and V
(D) II, III, IV and V

89. Which of the following is NOT an advantage of "Community-Related Vocational Training" over "Institutional Vocational Training"?
(A) High transfer of learning, as training takes place in the actual environment where the skills will be used.
(B) Greater opportunities for social integration and forming local peer networks.
(C) Reduced transportation barriers and costs for the individual and family.
(D) Standardized, high-level simulation of high-tech machinery that may not exist in the local community.

90. In the socio-cultural context of many Indian communities, how does the "extended family network" act as a protective factor in CBR?
(A) It provides a system of cooperative

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. How does "Self-Advocacy" differ from "Citizen Advocacy"?
(A) Self-advocacy is speaking for oneself, while citizen advocacy involves a volunteer representing a vulnerable individual with disability.
(B) Self-advocacy is conducted exclusively by licensed professionals, while citizen advocacy is done solely by disabled individuals.
(C) Self-advocacy represents a legally binding financial contract, while citizen advocacy is considered entirely illegal by states.
(D) There is no functional difference between the two terms; both refer to professional corporate lobbying within state parliaments.

52. The Rehabilitation Council of India (RCI) mandates that any professional offering special education or rehabilitation services in India must be registered under:
(A) The National Trust Registration Board
(B) The State Board of School Education
(C) The Central Rehabilitation Register (CRR)
(D) The Medical Council of India

53. Which of the following models of disability is most aligned with the core philosophy of Community-Based Rehabilitation (CBR)?
(A) Social/Human Rights Model — Disability results from interaction between impairments and societal barriers, needing barrier removal.
(B) Medical Model — Disability is a personal biological tragedy requiring clinical diagnostic cures and permanent clinical isolation.
(C) Charity Model — Persons with disabilities are viewed as passive recipients of pity, welfare benefits, and financial alms.
(D) Moral Model — Disability is interpreted as a direct form of divine punishment or spiritual retribution for past family misdeeds.

54. Which of the following is NOT a sustainable method of financing a CBR program?
(A) Securing and utilizing local Panchayat development funds and municipal allocations for disability services.
(B) Utilizing Corporate Social Responsibility (CSR) allocations and donations from local regional industries.
(C) Promoting income-generating microfinance self-help groups managed by families of persons with disabilities.
(D) Relying permanently on unpredictable foreign donor grants without building local community capacity.

55. Read the following statements regarding the key principles of implementing Community-Based Rehabilitation (CBR) in the socio-cultural context of rural India:
I. Respecting local cultural traditions and integrating local folklore/art forms into awareness programs.
II. Addressing caste and gender intersections that double the marginalization of disabled girls.
III. Rejecting all local community leaders and panchayat heads as backward-thinking.
IV. Utilizing local language, dialects, and idioms in family counseling sessions.
V. Recognizing and utilizing joint-family systems as cooperative care structures rather than individualizing therapy completely.
Which of the above statements are correct?
(A) I, II, III and IV
(B) I, II, IV and V
(C) I, III, IV and V
(D) II, III, IV and V

56. When integrating a child with profound Hearing Impairment into a rural school via a CBR model, what is the most appropriate low-cost resource accommodation?
(A) Constructing an expensive, customized soundproof audiometric booth inside the general classroom for the student's daily use.
(B) Restricting classroom teaching of the child to times when they are wearing a high-end, imported electronic cochlear implant.
(C) Advising the teacher to face the class, use natural gestures, peer support, and teach basic sign language to the whole class.
(D) Instructing the child to read lip movements from the back of the classroom without providing any specialized visual supports.

57. In the context of Person-Centred Planning (PCP), what is the typical order of the planning process?
(A) 1. Profile of strengths and preferences → 2. Vision for the future → 3. Action plan

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(D) A state-level policy plan developed by central government bureaucrats to manage the budgets of regional special schools.

97. In developing an Individualized Transition Plan (ITP) for a student with moderate Hearing Impairment, which accommodation is most critical to ensure successful transition to a community-based vocational center?
(A) Restricting the student only to silent, isolated manual tasks without allowing any coworker or peer interaction.
(B) Providing written manuals, visual checklists, basic sign orientation for staff, and assistive listening devices.
(C) Mandating that the student read lips from a distance of more than ten meters in a noisy and crowded workshop room.
(D) Exempting the student completely from learning or complying with any occupational safety and health regulations.

98. Which of the following pairs is correctly matched regarding the Indian legislative act and its key focus on community inclusion?
(A) RTE Act 2009 — Constructing specialized sheltered workshops in all rural gram panchayats.
(B) National Trust Act 1999 — Eliminating clinical diagnoses of multiple severe disabilities.
(C) RPWD Act 2016 — Renovating all private residential buildings to be barrier-free.
(D) RCI Act 1992 — Standardizing and regulating the training of rehabilitation professionals.

99. Which of the following is NOT a barrier to the successful transition of youth with disabilities from school to higher education in India?
(A) Availability of peer-buddy systems and dedicated equal opportunity cells in colleges.
(B) Lack of physical accessibility, ramps, and accessible toilets in higher education campuses.
(C) Non-availability of learning materials in accessible formats (Braille, digital, audio).
(D) Low expectations and negative attitudes of faculty members toward the academic potential of children with special needs (CWSN).

100. Under the "Health" component of the WHO CBR Matrix, which of the following sequences represents the correct progression of services for an individual with locomotor disability?
(A) Promotion → Prevention → Medical Care → Rehabilitation → Assistive Devices
(B) Medical Care → Isolation → Assistive Devices → Permanent Bedrest
(C) Prevention → Institutionalization → Clinical Diagnosis → Separation
(D) Assistive Devices → Surgical correction → Segregation → Pension

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caregiving, social safety net, and natural interaction for the individual.
(B) It completely eliminates the statutory need for any formal schooling, academic education, or vocational training.
(C) It ensures that the individual remains legally and financially dependent on the family head throughout their life.
(D) It acts as a complete substitute for professional medical rehabilitation and clinical therapies in case of emergency.

91. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Universal Design for Learning (UDL) in higher education is a key element of the "Empowerment" component of the CBR matrix.
Reason (R): UDL removes educational barriers by providing flexible learning environments, allowing students with diverse disabilities to access and succeed in higher education without compromising academic standards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

92. Why does institutional rehabilitation often lead to "learned helplessness" in individuals with special needs?
(A) Because it focuses too heavily on choice-making, decision-making, and self-advocacy skill development.
(B) Because staff-controlled routines leave little opportunity for individuals to make choices or express preferences.
(C) Because these institutions are typically located in remote rural communities far from urban centers.
(D) Because institutional environments consistently lack certified specialized therapists and medical personnel.

93. Under the RPWD Act 2016, which category of disabilities includes specific learning disabilities, autism spectrum disorder, and mental illness?
(A) Intellectual Disability, Mental Behaviour, and Specific Learning Disabilities
(B) Physical Disability including locomotor and other neuromuscular conditions
(C) Sensory Disability including visual, speech, and profound hearing impairments
(D) Multiple Disabilities including combination of physical and cognitive deficits

94. Which of the following is the most appropriate method for evaluating the effectiveness of a community disability awareness program in a village?
(A) Counting the total physical number of informative pamphlets and brochures distributed to the crowd during the event.
(B) Asking the local primary school principal to write an official appreciation letter to the implementing NGO partners.
(C) Conducting pre- and post-intervention surveys to measure changes in community attitudes and willingness to include PwDs.
(D) Calculating the total budget and financial resources spent on organizing and promoting the public awareness event.

95. Read the following statements regarding the key areas of focus when preparing a community for the rehabilitation of individuals with mental illness (psychiatric disabilities):
I. Sensitizing community members to reduce the stigma associated with psychiatric medication and therapy.
II. Teaching local community groups to recognize early warning signs of relapse and support families.
III. Organizing locked community shelters to keep individuals safe during active phases of illness.
IV. Linking individuals with community-based livelihood options and peer-support circles.
Which of the above statements are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

96. What is "Person-Centred Planning" (PCP) in the context of transition and CBR?
(A) A standardized clinical assessment tool designed specifically to measure the motor speed of an individual in a clinic.
(B) A diagnostic psychometric test used by clinical psychologists to classify children into specific clinical disability groups.
(C) A process-oriented approach designed to help individuals plan for their future based on unique strengths, choices, and dreams.

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8. (D) Article 26 (Habilitation and Rehabilitation)
Article 26 of the United Nations Convention on the Rights of Persons with Disabilities specifically mandates states to organize comprehensive habilitation and rehabilitation services. These services should begin at the earliest possible stage and be based on multidisciplinary assessments. The article emphasizes supporting participation and inclusion in the community. This provides the international legal foundation for implementing community-based programs globally.

9. (A) I and II only
Superstitious beliefs and gender discrimination are significant barriers to effective rehabilitation in the Indian context. Attributing disability to past actions often leads to social stigma and isolation. Additionally, women and girls with disabilities face multiple layers of marginalization, affecting their access to essential services. Understanding these socio-cultural dynamics is vital for creating effective and inclusive community-based interventions.

10. (A) By linking local rehabilitation with sustainable livelihood opportunities, vocational training, and community self-help groups.
Poverty and disability are deeply interconnected, often creating a cycle of exclusion and financial hardship. Community-based programs address this by promoting vocational training and facilitating access to microfinance and self-help groups. By empowering individuals to earn a living within their communities, these programs enhance financial independence. This economic empowerment is crucial for reducing vulnerability and fostering social inclusion.

11. (B) Empowerment — Advocacy, communication, and self-help groups
The empowerment component of the rehabilitation matrix focuses on building the capacity of individuals to take control of their lives. Key sub-components include self-advocacy, social mobilization, and the formation of self-help groups. These elements enable persons with disabilities to demand their rights and participate in local governance. This pillar is fundamental for ensuring that all other interventions are sustainable.

12. (A) Both A and R are true and R is the correct explanation of A
Modern rehabilitation strategies prioritize moving away from institutional care to promote social inclusion within the community. Institutional settings often restrict personal freedom and lead to the loss of individual identity. In contrast, community-based models utilize natural family environments to foster independence and social participation. This shift ensures that individuals enjoy their fundamental human rights while receiving necessary support services.

13. (B) 1989
The World Health Organization officially formalized the community-based rehabilitation framework by publishing its landmark manual in 1989. This document provided practical guidelines for training persons with disabilities within their own communities. It marked a significant shift from institutional, medical-led models toward a more decentralized and participatory approach. The manual remains a foundational resource for community workers and planners worldwide.

14. (C) They offer peer support, collective bargaining, and accessible micro-credit to disabled individuals and their primary caregivers.
Self-Help Groups play a vital role in rural rehabilitation by providing a collective platform for financial and social empowerment. They allow members to pool resources, access micro-credit, and engage in small-scale livelihood activities. These groups also serve as peer support networks where families can share experiences and strategies. This collective action strengthens the bargaining power of persons with disabilities.

15. (B) I, II and IV
Effective community rehabilitation programs are built on principles of accessibility, equity, and sustainability. Creating barrier-free environments and ensuring non-discriminatory access to services are essential for social inclusion. Sustainability is achieved by utilizing local resources and fostering community ownership of the rehabilitation process. These core values ensure that the rights and dignity of persons with disabilities are respected and upheld.

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16. (C) CBR models completely eliminate the need for any specialized medical or therapeutic services.
Community-Based Rehabilitation does not eliminate the need for specialized medical or therapeutic services but rather changes how they are delivered. It aims to integrate these services into the local community to make them more accessible. While the model emphasizes natural supports, professional expertise remains a crucial component for addressing specific impairments. The goal is a balanced approach combining clinical and social support.

17. (B) Conduct a local needs assessment and hold structured focus group discussions with village panchayats, families, and community health workers.
Initiating a rehabilitation program requires a thorough understanding of the local community's specific needs and existing resources. Conducting a needs assessment through focus group discussions ensures that the intervention is relevant and culturally appropriate. Engaging local leaders and families from the start builds trust and encourages community ownership. This preliminary step is essential for the long-term success of any program.

18. (D) Organizing a community street play (Nukkad Natak) using local folk language to debunk common myths and showcase the potential of disabled children.
Using local folk media and street plays is a highly effective way to communicate complex social issues in rural settings. This culturally sensitive approach helps debunk myths and superstitions by presenting information in an engaging and accessible format. By using familiar language and relatable scenarios, these performances can shift community attitudes and promote the inclusion of persons with developmental disabilities.

19. (C) Section 27
Section 27 of the Rights of Persons with Disabilities Act 2016 mandates the government to undertake rehabilitation services for all persons with disabilities. This includes measures related to health, employment, and educational support. The Act emphasizes that rehabilitation should be community-based as much as possible. This legislative provision ensures that the state is legally responsible for providing necessary services.

20. (C) The process where persons with disabilities speak, represent, and make independent decisions regarding their own lives and rights.
Self-advocacy involves individuals with disabilities taking the lead in expressing their own needs and rights. It is a process of empowerment where they make informed choices and represent themselves in various forums. This practice reduces dependency on others and ensures that their voices are central to the decision-making process. It is a fundamental component of social inclusion and personal autonomy.

21. (A) Both A and R are true and R is the correct explanation of A
Citizen advocacy is a powerful tool for protecting the interests of vulnerable individuals by pairing them with dedicated local volunteers. This one-to-one relationship provides personal support and ensures that the individual's rights are represented in the community. It helps reduce social isolation and protects against potential abuse or neglect. This model fosters deep community connections and enhances the quality of life.

22. (D) Gather qualitative data, understand community attitudes, and identify solutions to barriers faced by persons with disabilities.
Focus Group Discussions are qualitative research tools used to explore the perspectives and experiences of community members. In the context of rehabilitation, they help identify physical and social barriers that hinder the participation of persons with disabilities. These discussions provide valuable insights for planning inclusive interventions and fostering community support. They empower stakeholders to participate in finding localized solutions to common challenges.

23. (B) Citizen Advocacy — A local resident volunteer supporting an autistic individual to access a community bank account.
Citizen advocacy is defined by the voluntary commitment of a community member to support and represent a person with a disability. This relationship is typically long-term and focuses on personal empowerment and social inclusion. Helping an individual navigate local systems, such as banking, is a practical application of this model. It builds social capital and ensures the individual is not isolated.

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24. (C) Using highly clinical, diagnostic, and pathological terminology to impress the rural audience.
Using overly technical or clinical language is ineffective for community awareness programs because it creates a barrier between professionals and the local population. Effective communication in rural areas should be simple, respectful, and culturally appropriate. Jargon can lead to misunderstandings and may inadvertently reinforce the medical model of disability. Success depends on using relatable examples and local dialects to engage the audience.

25. (B) I, II, IV and V
Organizing an effective focus group discussion requires identifying key stakeholders and preparing relevant, open-ended questions. During the session, facilitators must ensure that all participants, especially those from marginalized groups, have an opportunity to speak. Recording and analyzing the data is crucial for translating discussions into actionable community plans. Excluding people based on communication difficulties would undermine the principle of inclusion.

26. (A) To provide a platform where parents can share coping strategies, exchange experiences, and reduce emotional isolation.
Family support groups serve as a vital emotional resource for parents and caregivers of children with disabilities. These groups provide a safe space to share challenges, successes, and practical coping strategies. By connecting with others in similar situations, families reduce their sense of isolation and build collective resilience. This mutual support is essential for maintaining the well-being of the primary caregivers.

27. (B) Setting up inclusive vocational centers, distributing assistive devices, and building barrier-free community infrastructure.
Corporate Social Responsibility funds can be strategically utilized to support community-based rehabilitation through infrastructure and service development. Investing in vocational training and accessible technology directly enhances the livelihood opportunities for persons with disabilities. These partnerships also help in creating barrier-free public spaces, which benefits the entire community. Such initiatives align corporate social goals with the national agenda for inclusive development.

28. (B) Because women and girls with disabilities face a double jeopardy of gender and disability, reducing their access to basic healthcare and schooling.
Gender-sensitive planning is essential because women and girls with disabilities often experience multiple forms of discrimination. They are frequently denied access to healthcare, education, and vocational training compared to their male counterparts. Addressing these specific vulnerabilities ensures that rehabilitation programs are equitable and reach the most marginalized individuals. Tailored interventions are necessary to overcome the cultural barriers that restrict their participation.

29. (A) Denial → Anger → Bargaining → Depression → Acceptance → Action
Families often experience a predictable series of emotional stages when adjusting to a child's disability diagnosis. Counseling helps them navigate through denial, anger, and depression toward eventual acceptance. Once acceptance is reached, the family can focus on constructive actions and long-term planning. Understanding this emotional journey allows rehabilitation workers to provide appropriate support and guidance at each stage of the process.

30. (A) Both A and R are true and R is the correct explanation of A
In many cultures, the family serves as the primary decision-making unit and support network for individuals with disabilities. Family-centred counselling acknowledges this reality by involving all members in the rehabilitation process. This approach ensures that interventions are supported at home and that the family's needs are addressed. Strengthening the family unit ultimately leads to better outcomes for the individual.

31. (D) Training a youth with locomotor disability in a local dairy farm or tailoring shop using existing community resources.
Community-related vocational training focuses on teaching skills that are relevant to the local economy using existing resources. By training individuals in nearby businesses like dairy farms or shops, they gain practical experience in their own environment. This approach facilitates easier job placement and social integration. It avoids the challenges of urban migration and ensures that skills match local market demands.

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are culturally relevant and sustainable. These discussions help in mobilizing local resources and fostering a spirit of partnership.

81. (B) Systems advocacy initiated through self-advocacy.
When a group of persons with disabilities collectively demands changes to public policy or infrastructure, they are engaging in systems advocacy. This action is rooted in self-advocacy, as the individuals are speaking for themselves and their own rights. By targeting barriers like inaccessible transport, they aim to create systemic changes that benefit the entire disabled community. This is a powerful form of empowerment.

82. (D) Providing a single document for identity and disability certification, streamlining access to benefits and services.
The Unique Disability ID card streamlines the process for persons with disabilities to access various government benefits and services. It serves as a universally recognized document for both identity and disability certification across India. By eliminating the need for multiple documents, it reduces administrative hurdles for individuals and their families. This digital initiative enhances the efficiency of implementing community-based rehabilitation and support schemes.

83. (A) Relationships, family life, culture, recreation, and sports.
The social component of the rehabilitation matrix addresses the quality of life and social inclusion of persons with disabilities. It focuses on fostering healthy relationships, supporting family life, and ensuring access to cultural and recreational activities. Participation in sports and leisure is essential for overall well-being and community belonging. These elements are vital for a holistic approach to rehabilitation that goes beyond basic needs.

84. (C) the community, local government, and families take ownership of the program and utilize local resources.
Long-term sustainability in rehabilitation is achieved when the responsibility for the program is shared by the local community and government. By taking ownership and utilizing local resources, the community ensures that services continue even without external funding. Family involvement and the integration of services into existing local structures are also critical. This localized approach makes the program resilient and culturally integrated.

85. (A) Using a structured visual schedule, teaching her to use a timer, and training staff to recognize sensory overload.
For individuals with Autism Spectrum Disorder, predictability and structure are key to managing transitions and reducing anxiety. Visual schedules and timers help the individual understand their routine and prepare for upcoming changes. Training staff to recognize signs of sensory overload ensures a supportive environment. These self-management strategies empower the student to navigate community vocational centers more independently and successfully.

86. (D) Sustainable work for persons with disabilities within mainstream local businesses, markets, or self-employment.
Community-based employment focuses on integrating persons with disabilities into the local labor market through sustainable work. This includes jobs in mainstream businesses, local markets, or individual self-employment. The model emphasizes working alongside non-disabled peers and contributing to the local economy. It promotes social inclusion and economic independence by utilizing natural supports and resources available within the person's own community environment.

87. (B) Assigning a peer partner to assist with organizing materials, working in groups, and using positive reinforcement.
Assigning a peer partner is an effective way to provide social and organizational support for students with ADHD in mainstream classrooms. This peer can assist with task management and provide positive reinforcement, which helps keep the student on track. Such interactions foster social bonding and reduce behavioral challenges through modeling. It creates a more inclusive and cooperative learning environment for all students.

88. (B) I, II, III and V
Self-management for individuals with intellectual disabilities includes monitoring one's own behavior, evaluating performance against a standard, and providing self-reinforcement. Using self-instruction techniques, such as pictorial

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40. (C) Breaking down a complex skill into small, sequential, and manageable steps, and teaching them step-by-step.
Task analysis is a fundamental instructional technique used to teach complex community living skills to individuals with intellectual disabilities. By breaking a task into small, manageable steps, the learner can master each part sequentially. This method reduces frustration and increases the likelihood of success. It allows the instructor to provide specific feedback and support at each stage of the learning process.

41. (A) Both A and R are true and R is the correct explanation of A
Self-management skills are critical for adolescents with Autism Spectrum Disorder to navigate community settings independently. Using visual schedules and checklists helps them organize their routines and reduces anxiety associated with transitions. These strategies decrease the need for constant adult prompts, fostering a greater sense of autonomy. Developing these internal support systems is essential for successful inclusion in post-school environments.

42. (A) Competitive work in integrated settings, with ongoing support services like a job coach to help learn the job.
Supported employment provides individuals with developmental disabilities the opportunity to work in mainstream, competitive job markets. It involves the use of job coaches who provide on-site training and assistance until the employee is proficient. This model emphasizes integration and equal pay for equal work. It moves away from segregated workshops by providing the necessary support within natural work environments.

43. (B) Supported Employment — Use of a Job Coach to facilitate skill acquisition and adaptation in an open employment market.
Supported employment is characterized by the provision of individualized assistance to help a person with a disability maintain a job in the open market. A job coach plays a central role in this model by facilitating skill development and workplace adaptations. This strategy ensures that the individual can successfully perform their duties alongside non-disabled coworkers. It promotes economic independence.

44. (B) It supports decentralized resource allocation to ensure access to education for marginalized children with disabilities.
The National Education Policy 2020 aligns with rehabilitation principles by promoting inclusive education through decentralized support. Special Education Zones and dedicated funds are designed to reach the most marginalized children in their own communities. This approach ensures that resources are available where they are needed most, facilitating better educational outcomes. It emphasizes the right of every child to access quality schooling locally.

45. (A) I, II and III
Developing self-determination begins in early childhood by offering choices and encouraging personal goal setting. Involving students in their own educational planning meetings empowers them to take ownership of their future. These strategies build the confidence and skills necessary for independent living and advocacy. Shielding a child from all risks and decisions is counterproductive, as it prevents them from learning autonomy.

46. (C) They often promote isolation, offer sub-minimum wages, and limit peer interaction, whereas CBR focuses on inclusive livelihood options.
Traditional sheltered workshops often isolate individuals with disabilities from the broader community, limiting their social interactions. These settings frequently provide repetitive tasks with low wages, which does not foster true economic independence. In contrast, community-based programs prioritize inclusive employment that offers fair pay and social integration. Moving toward open employment models ensures that the rights and dignity of workers are respected.

47. (C) 4%
The Rights of Persons with Disabilities Act 2016 increased the job reservation in government establishments from three to four percent. This quota is specifically for persons with benchmark disabilities, ensuring their representation in the public sector workforce. This legislative measure is a key strategy for promoting economic empowerment and social inclusion. It helps in breaking the barriers to employment for individuals.

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48. (A) Full physical assistance → Partial physical assistance → Modeling → Verbal prompt → Natural cue
A systematic prompting hierarchy is essential for teaching safety-critical skills like using public transport. Starting with high levels of assistance ensures the learner's safety while they understand the task. Gradually fading these prompts toward natural cues encourages the development of independent functioning. This method allows for a structured transition from dependency to autonomy, tailored to the individual's learning pace.

49. (B) A framework that provides multiple means of representation, multiple means of expression, and multiple means of engagement.
Universal Design for Learning is an educational framework that aims to make higher education accessible to all students by providing flexible learning options. It emphasizes multiple ways of presenting information, expressing knowledge, and engaging with course content. This approach minimizes the need for individual accommodations by building accessibility into the curriculum from the start. It benefits diverse learners, including those with disabilities.

50. (A) Both A and R are true and R is the correct explanation of A
Integrating early intervention services into local community centers like Anganwadis significantly improves accessibility for rural families. These centers provide a natural environment for screening and developmental stimulation using local resources. High levels of parent participation are easier to achieve when services are located close to home. This decentralized approach ensures that developmental delays are addressed early, leading to better long-term outcomes for children.

51. (A) Self-advocacy is speaking for oneself, while citizen advocacy involves a volunteer representing a vulnerable individual with disability.
Self-advocacy is the process where individuals with disabilities represent their own interests and make their own decisions. In contrast, citizen advocacy involves a community volunteer who provides long-term support and representation for a person who may be more vulnerable. While both aim to protect rights and promote inclusion, the primary difference lies in who is doing the advocating.

52. (C) The Central Rehabilitation Register (CRR)
The Rehabilitation Council of India maintains the Central Rehabilitation Register to regulate the profession of special education and rehabilitation. It is a mandatory legal requirement for any professional practicing in this field to be registered. This system ensures that practitioners meet national standards and possess the necessary qualifications. It protects the rights of persons with disabilities to receive quality services.

53. (A) Social/Human Rights Model — Disability results from interaction between impairments and societal barriers, needing barrier removal.
The social and human rights model is the cornerstone of community-based rehabilitation. It views disability not as a medical problem but as a result of societal barriers that prevent full participation. Therefore, rehabilitation focuses on removing these physical, attitudinal, and systemic obstacles. This model empowers individuals to claim their rights and promotes an inclusive society where everyone can participate.

54. (D) Relying permanently on unpredictable foreign donor grants without building local community capacity.
Sustainable financing for rehabilitation programs depends on local resource mobilization and community ownership. Relying exclusively on foreign grants is risky, as these funds are often temporary and subject to external changes. Programs become sustainable when they are integrated into local government budgets, utilize corporate social responsibility funds, and encourage community-led economic initiatives. Building local capacity ensures the program's longevity.

55. (B) I, II, IV and V
Implementing rehabilitation in rural India requires deep respect for local culture and language. Recognizing the importance of joint-family systems allows for more effective, cooperative care structures. Addressing the intersection of caste and gender is vital for reaching the most marginalized girls. Using local dialects in counseling builds trust and ensures that information is clearly understood by families and communities.

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56. (C) Advising the teacher to face the class, use natural gestures, peer support, and teach basic sign language to the whole class.
Inclusive education in resource-limited settings can be achieved through simple, low-cost modifications. Teachers can support students with hearing impairments by using clear facial expressions, gestures, and visual aids. Sensitizing the whole class to basic sign language fosters a supportive peer environment. These practical adjustments ensure the student can follow lessons without the need for expensive, specialized clinical equipment.

57. (A) 1. Profile of strengths and preferences → 2. Vision for the future → 3. Action plan with responsibilities → 4. Implementing and reviewing
Person-centred planning begins by identifying the individual's unique strengths and what is important to them. This profile informs the development of a long-term vision for their future. An action plan is then created with specific responsibilities for the support team. Regular reviews ensure the plan remains relevant to the person's changing life circumstances and goals. This process promotes autonomy.

58. (A) A viable, choice-based option where CBR workers link the individual with local cottage industries or digital micro-work.
Home-based employment is a practical livelihood option for individuals with severe disabilities who face significant transportation barriers. Community workers facilitate this by connecting them with local cottage industries or digital work opportunities. It is essential that this remains a choice-based path rather than a forced isolation. This model allows individuals to contribute economically while staying in their natural home environment.

59. (A) Both A and R are true and R is the correct explanation of A
Partnerships with corporate entities are highly beneficial for expanding the reach of community rehabilitation programs. Beyond providing financial support, companies offer valuable technical expertise and can create direct employment pipelines. Utilizing corporate infrastructure can improve the efficiency of service delivery and vocational training. These collaborations foster a more inclusive corporate culture and contribute to the overall sustainability of local initiatives.

60. (B) The advocate is a paid professional hired by the state department of social justice.
Citizen advocacy is defined by its voluntary and unpaid nature, where a community member forms a one-to-one relationship with a person with a disability. The advocate is not a professional employee but a committed citizen who provides personal support and representation. This model focuses on building genuine social connections and protecting the individual from exploitation within their own community.

61. (A) Parents gain mutual strength, share resources, advocate collectively to schools, and reduce village-level stigma.
Family support groups empower parents to become active advocates for their children's rights. By sharing experiences and resources, they develop collective strategies to overcome local stigma and access essential services. This mutual support strengthens the family's ability to care for the child and reduces the emotional burden. Such groups are instrumental in driving community-level changes and fostering inclusion.

62. (C) Teaching functional communication cards, identifying sensory spaces, and educating community members about developmental delay.
A person-centred approach focuses on understanding an individual's unique needs and providing positive supports. Using communication cards and identifying quiet sensory spaces helps manage behavior and reduces anxiety in public settings. Educating the community about developmental delays fosters a more accepting and supportive environment. These strategies prioritize the person's dignity and right to participate in social events safely.

63. (D) Vocational training occurring in community environments, using actual local jobs and natural supports to teach skills.
Community-based vocational training involves teaching work skills in the actual settings where they will be used. By using local businesses and natural supports, the training remains relevant to the community's economy. This approach ensures a high transfer of skills and provides opportunities for social integration with non-disabled peers. It is a practical alternative to segregated institutional training programs.

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64. (C) Community Participation — Joining a local sports club, youth group, or village panchayat committee.
Community participation as a transition goal focuses on social inclusion and active involvement in local life. This includes joining recreational clubs, youth groups, or participating in village governance. These activities help individuals build social networks and a sense of belonging within their community. Successful transition in this area ensures that the person is not socially isolated after leaving school.

65. (B) The right of every child with disability to free and compulsory education in an appropriate environment until age 18.
Section 3 of the Right of Children to Free and Compulsory Education Act ensures that all children, including those with disabilities, have the right to free education. For children with disabilities, this right extends until the age of 18 in an appropriate environment. This legislative mandate is crucial for promoting inclusive schooling and ensuring that financial barriers do not prevent access.

66. (C) I and III only
Peers play a vital role in the social transition of students with special needs by acting as natural models for social behavior. Their support fosters a sense of belonging and helps reduce the incidence of bullying in school and community settings. While peers are not paid professionals, their presence and acceptance are essential for a successful and inclusive transition experience.

67. (A) Completing all but the last step of a behavior chain, and teaching the learner to complete the final step for immediate success.
Backward chaining is an effective instructional strategy where the teacher completes most of the task, allowing the learner to finish the final step. This approach provides the learner with immediate success and a sense of completion. Gradually, the learner is taught the preceding steps in reverse order. It is particularly useful for building confidence in individuals with intellectual disabilities.

68. (C) The plan is static and cannot be modified once drafted by the expert team.
Person-centred planning is inherently dynamic and must be regularly updated to reflect the individual's changing goals and circumstances. It is not a one-time document created by experts but a continuous process driven by the person themselves. Flexibility is essential to ensure that the supports provided remain relevant and effective. The plan evolves as the individual grows and gains new experiences.

69. (A) Provisions for Legal Guardianship and schemes like 'Niramaya' (insurance) and 'Samarth' (respite care) for community living.
The National Trust Act 1999 is significant for introducing legal guardianship for adults with certain disabilities. It also established essential community schemes such as Niramaya for health insurance and Samarth for respite care. These provisions are designed to support independent and inclusive community living. The Act provides a legal and financial framework to protect and empower individuals and their families.

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70. (B) Real-life training on the actual road with systematic prompting, fading, and practice of crossing steps during safe hours.
Teaching safety skills like road crossing is most effective when done in the actual environment where the skill will be used. Systematic prompting and gradual fading allow the learner to gain independence while maintaining safety. This practical, real-world practice ensures that the individual can generalize the skill to their daily routine. Classroom-based theoretical learning is often insufficient for individuals.

71. (A) Both A and R are true and R is the correct explanation of A
Developing self-advocacy skills is essential for adolescents with intellectual disabilities to overcome overly protective attitudes from their social environment. By learning to express their own choices, they can resist patronizing behaviors and exert more control over their lives. Inclusion in transition planning ensures that the individual's voice is heard, which is critical for fostering autonomy and long-term independence.

72. (C) Assessing the physical, social, and cultural demands of the specific environments where the PwD lives and works.
An ecological assessment focuses on the relationship between an individual and their specific living and working environments. It identifies the skills needed to function successfully in those settings and the barriers that may prevent participation. Unlike clinical tests, this

approach provides practical information for planning community-based interventions. It ensures that rehabilitation is directly relevant to the individual's daily life and goals.

73. (D) PRIs play a key role in identifying local persons with disabilities, facilitating UDID cards, ensuring inclusion in welfare schemes, and utilizing Gram Panchayat funds.
Panchayati Raj Institutions are vital for the local implementation of rehabilitation services in India. They facilitate the identification of persons with disabilities and ensure their inclusion in various government welfare schemes and programs. By utilizing local funds for accessibility and support, they promote inclusive development at the village level. Their administrative role is essential for decentralizing services and reaching remote populations.

74. (A) Providing accommodations, assistive tech, tutoring, and barrier-free access in mainstream colleges to enable higher education.
Supported higher education involves providing the necessary accommodations to enable students with disabilities to succeed in mainstream colleges. This includes physical modifications like ramps, as well as academic supports like tutoring and assistive technology. The goal is to ensure equal opportunity and participation in post-secondary education. This model emphasizes institutional change to remove barriers rather than creating separate, segregated universities.

75. (A) I, II and III
A comprehensive individualized transition plan includes clear post-school outcomes, measurable annual goals, and a clear timeline of responsibilities. It focuses on facilitating a successful move into adulthood, specifically in the areas of work, education, and community life. While medical support may be necessary, the plan is primarily educational and vocational in nature. A focus on "cures" is not part.

76. (B) Providing on-site training, adapting tasks, teaching social skills, and gradually fading support as the employee masters the job.
A job coach provides essential on-site support to help individuals with disabilities succeed in mainstream employment. They assist in learning specific job tasks, adapting the work environment, and navigating social interactions with coworkers. As the employee becomes more proficient and independent, the coach gradually reduces their level of support. This individualized approach is key to maintaining long-term employment in integrated settings.

77. (A) Requiring states to provide community support services, including personal assistance, to facilitate inclusion.
Article 19 of the UNCRPD establishes the right of persons with disabilities to live independently and be fully included in their community. It mandates that state parties provide access to a range of support services, including personal assistance. This article aims to prevent isolation and segregation by ensuring that individuals have choices similar to others. It is a fundamental legal pillar for community-based programs.

78. (C) Intellectual Disability — Multi-step abstract algebra training, complex medical surgery.
Rehabilitation for individuals with intellectual disabilities should focus on functional life skills and community-based adaptation rather than highly abstract academic concepts or unnecessary medical surgeries. Strategies typically involve task analysis, social skills training, and environmental modifications to promote independence. Teaching complex algebra does not address the practical needs for daily community living and employment for this specific population group.

79. (D) A coworker who prompts and helps a worker with Down syndrome check inventory.
Natural supports are resources and relationships already present in an individual's environment, such as family, friends, or coworkers. In a workplace, a supportive colleague who provides guidance is a key natural support. This type of assistance is sustainable and promotes social integration more effectively than external professional services alone. Utilizing these existing networks is a core principle of community-based rehabilitation.

80. (A) Both A and R are true and R is the correct explanation of A
Focus Group Discussions are essential at the start of a rehabilitation program to build community ownership and identify local barriers. They provide a platform for community members to share their perspectives and uncover deep-seated social taboos. By involving stakeholders early, the program ensures that interventions

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32. (C) National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID), Secunderabad.
The National Institute for the Empowerment of Persons with Intellectual Disabilities is a premier organization in India dedicated to rehabilitation. It plays a significant role in developing educational materials and training professionals for community-based programs. The institute conducts research and promotes innovative models to improve the quality of life for individuals with cognitive disabilities. Its work supports the nationwide implementation of inclusive strategies.

33. (B) II and III only
Person-centred planning is a dynamic process that focuses on the strengths and aspirations of the individual rather than their medical deficits. It involves a collaborative support circle consisting of family, friends, and professionals to help the person achieve their life goals. This approach is highly flexible and evolves according to the person's changing needs and desires over time. It promotes autonomy.

34. (D) By sensitizing peers, teaching basic sighted-guide techniques, and encouraging collaborative group learning activities.
Peer group support in inclusive classrooms is best fostered through sensitization and collaborative learning. Training classmates in basic assistance techniques, such as sighted-guide methods, creates a more supportive environment for students with visual impairments. These interactions promote social bonding and reduce the isolation often felt by children with special needs. Group activities encourage mutual respect and understanding among all students.

35. (A) Collaborating with the school committee to build a ramp, training Sunita on routes, and establishing a peer transit group.
Successful school transitions require addressing both physical barriers and social support systems. Modifying the school building with ramps ensures physical accessibility for students with locomotor disabilities. Simultaneously, providing orientation training and establishing peer support groups helps the student navigate the new environment safely. This comprehensive approach within a community framework promotes long-term academic success and social inclusion for the individual.

36. (C) To facilitate the smooth transition of a student from school to post-secondary education, vocational training, and independent living.
An individualized transition plan is designed to bridge the gap between school and adult life. It focuses on preparing students for higher education, vocational training, and independent living. The plan identifies the specific services and supports needed to achieve post-school goals based on the student's interests. This proactive approach ensures that students with special needs are successfully integrated into the community.

37. (A) Expressing preferences, setting goals, and advocating for necessary academic accommodations during transition meetings.
Self-determination is the ability of an individual to make choices and manage their own life. In the context of transition planning, it involves students actively participating in meetings and setting personal goals. Advocating for necessary accommodations is a practical demonstration of this skill. Developing self-determination is crucial for fostering independence and ensuring that post-school plans reflect the individual's own aspirations.

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38. (D) regulates and standardizes training programs for professionals working in special education and rehabilitation.
The Rehabilitation Council of India Act 1992 is essential for maintaining the quality of rehabilitation services. It mandates the standardization of training programs for special educators and other professionals in the field. By maintaining the Central Rehabilitation Register, it ensures that only qualified personnel provide services to persons with disabilities. This regulatory framework is vital for the professionalization of the sector.

39. (B) A detailed psychiatric diagnosis of the parents' mental health status.
An individualized transition plan should focus on the student's post-secondary goals and the services required to achieve them. It includes assessments, courses of study, and evidence of student participation in the planning process. While family support is important, a psychiatric diagnosis of the parents is irrelevant to the educational and vocational transition of the student. The plan is student-centric.

guides, further enhances independence in daily tasks. These skills are designed to reduce the need for constant external prompting by adults. Developing these internal regulators is crucial for achieving autonomy and successful inclusion within the community.

89. (D) Standardized, high-level simulation of high-tech machinery that may not exist in the local community.
Community-based vocational training focuses on practical, real-world skills that match the local economy rather than high-tech simulations. While institutional programs may offer specialized machinery, they often struggle with the transfer of learning to the student's home environment. CBVT's strength lies in its high relevance, social integration, and reduced barriers like transport and cost. It ensures that skills are immediately applicable locally.

90. (A) It provides a system of cooperative caregiving, social safety net, and natural interaction for the individual.
In the Indian context, extended family networks offer a vital layer of support for persons with disabilities. They provide a natural social safety net and a pool of caregivers who can share responsibilities. This system ensures that the individual is part of a consistent social environment and receives emotional and practical support. Such networks are essential for the success of community-based rehabilitation initiatives.

91. (A) Both A and R are true and R is the correct explanation of A
Universal Design for Learning is a powerful tool for empowerment in higher education as it removes systemic barriers to learning. By providing multiple ways for students to engage and express themselves, it ensures that diverse learners can succeed. This framework promotes inclusion without lowering academic expectations. It aligns with the empowerment goals of rehabilitation by fostering independence and providing equal access to advanced education.

92. (B) Because staff-controlled routines leave little opportunity for individuals to make choices or express preferences.
Institutional environments often rely on rigid, staff-led routines that minimize the personal autonomy of residents. When individuals are consistently denied the opportunity to make even simple choices, they may develop a sense of powerlessness known as learned helplessness. This lack of control over their environment hinders the development of self-advocacy and independence. Community-based models aim to reverse this by prioritizing choice and participation.

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93. (A) Intellectual Disability, Mental Behaviour, and Specific Learning Disabilities
The Rights of Persons with Disabilities Act 2016 recognizes a wide range of conditions, categorizing them into specific groups. Intellectual disability, autism spectrum disorder, mental illness, and specific learning disabilities are grouped together under sections relating to cognitive and mental health conditions. This classification ensures that individuals with these diverse needs are legally protected and have access to appropriate rehabilitation and support services.

94. (C) Conducting pre- and post-intervention surveys to measure changes in community attitudes and willingness to include PwDs.
The true success of an awareness program is measured by the change in community attitudes and knowledge regarding disability. Pre- and post-intervention surveys provide objective data on whether the program successfully addressed misconceptions and promoted inclusive thinking. Simply counting distributed materials or looking at the budget does not reflect the actual impact on social perceptions. Evaluation is key for improving future community interventions.

95. (B) I, II and IV
Effective community rehabilitation for psychiatric disabilities involves reducing stigma and sensitizing the public to the importance of medication and therapy. Training community members to recognize early signs of relapse allows for timely support and intervention. Linking individuals with peer circles and livelihood options further promotes social inclusion and recovery. Segregation in locked shelters is contrary to the principles of community-based care.

96. (C) A process-oriented approach designed to help individuals plan for their future based on unique strengths, choices, and dreams.
Person-centred planning is a goal-oriented process that places the individual at the center of their own future planning. It focuses on identifying

and-error methods
(C) It presents content in small, sequential steps that require active responses and provide immediate feedback
(D) It requires students to complete entire lesson cycles in one session without any self-pacing options

7. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Audio-described video media is an essential instructional adaptation for learners with profound visual impairments in an inclusive classroom.
Reason (R): Audio description inserts spoken narrations of key visual elements, such as actions, settings, and facial expressions, into natural pauses in the program's dialogue.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. When designing Microsoft PowerPoint slides for students with low vision or dyslexia in an inclusive 5th-grade classroom, which of the following is an INCORRECT design choice?
(A) Embedding complex, rapidly flashing slide transitions and animated gifs to sustain visual interest
(B) Using sans-serif fonts such as Arial, Verdana, or Calibri instead of serif fonts like Times New Roman
(C) Utilizing a high-contrast color scheme, such as black text on a light yellow background or white text on a dark blue background
(D) Ensuring text sizes for main slide content are kept at a minimum of 24 points or larger

9. In computer-assisted instruction (CAI) designed for students with special educational needs, which of the following features align with the principles of Universal Design for Learning (UDL)?
I. Provision of flexible text-to-speech options for digital reading materials.
II. Integration of rigid, non-customizable linear navigational pathways.
III. Use of multi-sensory feedback loops, combining visual cues with auditory signals.
IV. Adjustable on-screen contrast and customizable font styles (e.g., OpenDyslexic).
Which of the above features align with the principles of Universal Design for Learning (UDL)?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, III, and IV

10. The term "Digital Divide" in the context of special education and inclusive school systems refers primarily to:
(A) The physical segregation of computer laboratories based on gender or specific physical disability classifications
(B) The gap in access, availability, and literacy of digital systems between students with and without disabilities
(C) The technological performance disparity between high-speed laboratory computers and simple classroom calculators
(D) The administrative separation of electronic student progress databases from traditional paper-based portfolios

11. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Text-to-Speech (TTS) software is highly beneficial for students diagnosed with developmental dyslexia.
Reason (R): TTS software reduces the heavy cognitive demand associated with decoding written graphemes into phonemes, thereby freeing cognitive resources for vocabulary comprehension and meaning construction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. What is the correct chronological sequence of steps a special educator should take when implementing a new Assistive Technology (AT) intervention for a student with a physical disability?
I. Custom training for the student, classroom teachers, and family members.
II. Multidisciplinary assessment of the student's needs, tasks, and environment.
III. Systematic selection and trial of appropriate hardware/software tools.
IV. Ongoing monitoring, data collection, and

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CHAPTER 17
Application of Ict in Classroom

1. In the context of special education, which of the following is the most accurate definition of Information and Communication Technology (ICT)?
(A) Technological tools and digital resources used to transmit, store, and share information to support inclusive education
(B) Dedicated diagnostic hardware systems used by clinical psychologists to identify sensory impairments in laboratories
(C) Administrative software platforms designed to manage student attendance, progress reports, and school records
(D) Specialized physical mobility equipment designed to assist orthopedic students with daily living skills in hostels

2. Goal 3 of the Incheon Strategy ("Make the Right Real" for Persons with Disabilities in Asia and the Pacific) specifically targets the enhancement of:
(A) Free and compulsory residential clinical medical care for all children with profound developmental delays
(B) Mandatory separate schooling for students with high-support needs using manual communication only
(C) Access to physical environments, public transportation, knowledge, information, and communication
(D) Standardized paper-pencil test protocols across all rural and urban mainstream primary education centers

3. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Integrating screen reading software like JAWS or NVDA in an inclusive school computer lab directly aligns with Article 9 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).
Reason (R): Article 9 of the UNCRPD mandates State Parties to promote access for persons with disabilities to new information and communications technologies and systems, including the Internet.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following international frameworks specifically contains Article 4, which mandates State Parties to promote the research, development, availability, and use of new technologies, including assistive technologies, suitable for persons with disabilities?
(A) Salamanca Statement and Framework for Action 1994
(B) Biwako Millennium Framework 2002
(C) World Declaration on Education for All (Jomtien) 1990
(D) United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) 2006

5. When implementing ICT in an inclusive classroom, the special educator must evaluate the technology against the "Three As" framework. What do these "Three As" represent?
I. Access
II. Availability
III. Affordability
IV. Acceleration
V. Assessment
Which of the above represent the "Three As"?
(A) I, II, and IV
(B) I, II, and III
(C) II, III, and V
(D) I, III, and V

6. Which of the following statements is correct regarding the application of "Programmed Instruction" in computer-assisted learning for students with intellectual disabilities?
(A) It delivers information in unstructured blocks of text on screen without interactive prompts or guidance
(B) It avoids immediate feedback to encourage students to learn through unguided trial-

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(D) The long-term maintenance costs and licensing fees associated with renewing commercial communication software

19. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Integrating micro-blogs or closed social network groups in classroom instruction can enhance the expressive communication skills of students on the Autism Spectrum.
Reason (R): Asynchronous online text communication reduces the immediate pressure of decoding rapid nonverbal social cues, allowing extra processing time for formulating appropriate social responses.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

20. When selecting educational software to teach basic arithmetic operations to a student with a moderate intellectual disability, which software feature is most critical?
(A) Abstract mathematical representations without any physical, auditory, or visual modeling options
(B) High-density text instructions displayed without supportive visual iconography or audio guidance
(C) Rapidly advancing task timers that automatically escalate curriculum difficulty based on response speed
(D) Clear, uncluttered layouts with immediate, concrete sensory feedback for student responses

21. What is the primary instructional purpose of using digital screen overlays, colored background filters, or screen-tinting software in classrooms for students experiencing visual stress (Meares-Irlen Syndrome)?
(A) To automatically convert standard digital English text into physical tactile Braille formats
(B) To reduce visual strain, glare, and perceptual distortions to improve reading fluency
(C) To enhance and amplify auditory outputs specifically for students with sensory neural hearing loss
(D) To track eye gaze coordinates and automatically scroll active window displays without keyboard input

22. A student with low visual acuity in an inclusive classroom complains of chronic headaches and constantly leans forward within three inches of a standard 14-inch monitor display. What is the most immediate and pedagogically sound digital workspace adaptation?
(A) Relocating the student permanently to an isolated classroom environment where computers are never utilized
(B) Directing the student to copy on-screen information manually from a nearby classmate's paper notebook
(C) Providing a larger monitor, enabling native screen magnification, and adjusting contrast profiles
(D) Attaching a rigid physical cardboard shield over the display to block all blue light emissions completely

23. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Interactive smartboards equipped with multi-touch capacity and high-contrast display profiles satisfy the principle of "Multiple Means of Representation" under Universal Design for Learning.
Reason (R): Interactive boards permit the simultaneous presentation of lesson material through dynamic visual charts, text, audio recordings, and direct physical-tactile manipulation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

24. A special educator wants to adapt a standard "Newspaper in Education" (NIE) reading activity for a 6th-grade student with severe dyslexia in an inclusive classroom. Which ICT integration strategy is most effective?
(A) Utilizing a digital newspaper with a text-to-speech extension that highlights active words as read
(B) Providing a physical print newspaper with a dictionary for looking up unfamiliar vocabulary terms manually
(C) Having the student sit quietly at their desk

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functional adaptation of the device.

Which of the following represents the correct sequence?

(A) I, II, III, IV
(B) III, II, I, IV
(C) II, III, I, IV
(D) II, I, III, IV

13. Under Article 9 of the UNCRPD, State Parties must take appropriate measures to ensure accessibility to which of the following areas to promote independent living for individuals with disabilities?

I. Physical buildings, roads, and outdoor environments.
II. Transportation services in both urban and rural areas.
III. Information, communications, and other services, including electronic services.
IV. Emergency medical services and disaster management communication.
V. Mandatory clinical genetic modification of inherited neurological disorders.

Which of the above areas are correct?

(A) I, II, III, and V
(B) I, III, IV, and V
(C) II, III, IV, and V
(D) I, II, III, and IV

14. Which of the following pairs correctly matches a specific disability category with its appropriate ICT or assistive technology accommodation?

(A) Hearing Impairment – Screen reading software (such as NVDA or JAWS) without visual displays
(B) Visual Impairment – Dynamic visual daily schedules containing static line drawings
(C) Dysgraphia – Speech-to-Text (Voice Recognition) software for writing assignments
(D) Attention Deficit Hyperactivity Disorder – Continuous high-speed flashing visual timers without pause options

15. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).

Assertion (A): Educational radio broadcasts and auditory storytelling podcasts are highly effective primary instructional tools for students who are profoundly deaf.

Reason (R): Auditory instructional media relies on acoustic pathways to deliver content, which bypasses the need for visual reading and printed text processing.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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16. Which of the following pairs is INCORRECTLY matched regarding digital accessibility standards, software, or hardware tools?

(A) B.F. Skinner – Linear Programmed Instruction
(B) Non-Visual Desktop Access (NVDA) – Free, open-source screen reader for Windows
(C) Closed Captions – Synchronized text representation of both spoken dialogue and non-speech audio cues
(D) DAISY Consortium – Standardized encrypted PDF format restricted from screen-reader modification

17. Rohan is a 10-year-old student with spastic quadriplegic cerebral palsy. He has good cognitive abilities but experiences severe involuntary muscle contractions in his upper limbs, making it impossible to operate a standard computer mouse or keyboard. Which of the following input modifications is most appropriate to allow Rohan to access a word processing software independently?

(A) A physical mechanical switch paired with visual auto-scanning software on the monitor
(B) A high-sensitivity optical gaming mouse featuring adjustable tracking speed profiles
(C) A standard QWERTY keyboard with custom, tightly packed miniature tactile keys
(D) A handheld laser pointer attached to his dominant finger with manual click boards

18. Under the "Three As" of ICT application in special education, which of the following does NOT constitute a primary component of the "Affordability" dimension?

(A) The availability of open-source, zero-cost software alternatives like NVDA or LibreOffice
(B) Government subsidies or institutional funding models to purchase high-cost dynamic Braille displays for low-income families
(C) The physical proximity of the inclusive school's ICT resource lab to the local public transportation hub

printed textbook files into standard tactile Braille letters on paper
(C) Refreshable Braille Display – Converts electronic display text into dynamic synthesized auditory voice outputs
(D) Joystick mouse – Controls remote laser pointers to assist non-verbal students in highlighting classroom wall charts

44. Which of the following pairs is INCORRECTLY matched?
(A) Boardmaker – Graphic software used to create communication symbol boards for augmentative systems
(B) Audacity – Free, open-source digital audio workstation program for editing multi-track sound files
(C) NVDA – High-cost commercial software that requires specialized, paid USB hardware keys to operate
(D) Balabolka – Free utility that converts computer text files directly into downloadable MP3 audio formats

45. Consider the following statements regarding the integration of ICT in special education as outlined in Goal 3 of the Incheon Strategy:
I. State Parties must enhance the accessibility of public ICT infrastructure.
II. Assistive technologies should be developed using universal design principles to lower costs.
III. Students with disabilities should be taught to use ICT in segregated, specialized computer centers only.
Which of the above statements are correct?
(A) I and III
(B) II and III
(C) I, II, and III
(D) I and II

46. Which of the following is NOT a recommended design practice when preparing PowerPoint slide presentations for students with low-vision or visual processing difficulties?
(A) Standardizing a uniform, predictable slide layout style across the entire presentation
(B) Employing bold, high-contrast text colors to separate main headings from secondary content
(C) Using complex, textured watermarks or abstract pattern backgrounds behind slide text
(D) Providing explicit verbal narrations of all projected visual charts and images during lectures

47. In an inclusive classroom, what is the most appropriate way to implement "Newspapers in Education" (NIE) using digital media for a student with severe intellectual disabilities?
(A) Instructing the student to read a standard digital news PDF file independently on a laptop display
(B) Utilizing digital news portals featuring simplified text summaries paired with illustrative videos
(C) Requiring the student to copy a long editorial from a news website into word processing programs to practice typing
(D) Excluding the student from the current affairs unit entirely to read non-academic picture books in the library

48. What is the primary instructional benefit of using visual graphic organizers and digital concept-mapping software (such as Inspiration or XMind) for students with ADHD or Executive Functioning deficits?
(A) They automate all orthographic and grammatical errors, completely bypassing standard spelling and mechanics requirements
(B) They eliminate the necessity of producing written text by substituting essays with simple, non-academic illustrations
(C) They generate continuous high-frequency visual patterns on screen to artificially accelerate typing and writing speed
(D) They provide visual layouts that assist in organizing thoughts into coherent outlines, reducing cognitive overload

49. When evaluating alternative computer mouse interfaces for a student with severe athetoid cerebral palsy, which of the following hardware and software accommodations should be considered?
I. A large, physical trackball mouse that can be operated using a palm or foot.
II. A standard, high-sensitivity optical mouse with a high-speed tracking setting.
III. Software-based pointer stabilization settings to filter out involuntary muscle tremors.
IV. On-screen virtual keyboard with adjustable "dwell time" for selection.
Which of the above accommodations should be considered?

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while classmates read the entire article aloud to everyone
(D) Excusing the student from the current affairs unit to complete a drawing task unrelated to the topic

25. Which of the following statements represent valid pedagogical applications of Speech-to-Text (STT) software systems in an inclusive classroom setting?
I. Assisting students with fine motor dysgraphia to dictate draft essays without handwriting fatigue.
II. Translating real-time verbal lectures of the teacher into printed text for deaf or hard-of-hearing students.
III. Providing tactile Braille translations of physical textbooks for students with severe deaf-blindness.
Which of the above statements are correct?
(A) I and III
(B) I and II
(C) II and III
(D) I, II, and III

26. A student with a severe visual impairment can read physical Braille at an average speed of 40 words per minute, but can comprehend spoken language at a standard rate of 150 words per minute. When assigning a lengthy literature reading assignment, which ICT adaptation should the special educator prioritize to maximize academic efficiency?
(A) Requiring the student to read exclusively via physical Braille sheets to develop tactile muscle stamina
(B) Supplying an e-book formatted for text-to-speech playback or high-quality audio recordings
(C) Providing standard PDF files of the text to be read manually under a high-power optical physical magnifier
(D) Shortening the literature reading assignment to cover only a small fraction of the standard peer curriculum

27. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Native keyboard modifications, such as "Sticky Keys" and "Filter Keys," are valuable accessibility features for students with motor coordination difficulties.
Reason (R): Sticky Keys allow the user to execute key combinations (like Ctrl+Alt+Del) by pressing keys sequentially rather than simultaneously, supporting users with single-handed typing capability.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. A special school plans to establish a low-cost, digital audio recording workstation to create "Talking Books" (accessible audiobooks) for its resource library. Which set of digital tools is most suitable and cost-effective?
(A) A high-end professional mixing console, proprietary DAW software, and expensive physical sound dampening
(B) A simple analog cassette tape recorder with standard internal microphones and magnetic editing ribbons
(C) A standard computer, a USB microphone with a pop filter, and free open-source software like Audacity
(D) A consumer smartphone voice recorder operated directly inside a highly active, noisy classroom setting

29. Which of the following are recognized, built-in accessibility features found natively in modern computer operating systems (such as Windows, macOS, or Linux) that support learners with sensory and motor limitations?
I. Screen Magnifier
II. High-Contrast Display themes
III. On-screen Keyboard with dwell-click selection
IV. Audio Descriptions of system notifications
V. Automated mechanical keyboard sanitizers
Which of the above features are correct?
(A) I, II, and V
(B) I, III, IV, and V
(C) II, III, and V
(D) I, II, III, and IV

30. The Rights of Persons with Disabilities (RPWD) Act 2016 in India mandates that all educational institutions must provide learning materials in accessible formats. Which digital publishing standard is globally recognized for producing accessible, structured digital e-books that allow customizable font sizes, reflowable text, and high-quality screen reader synchronization?

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their unique strengths, interests, and aspirations to create a meaningful life path. This approach ensures that transition plans are not just clinical or administrative but are truly reflective of the person's dreams. It fosters a sense of ownership and empowerment.

97. (B) Providing written manuals, visual checklists, basic sign orientation for staff, and assistive listening devices.
Successful transition for individuals with hearing impairments requires clear communication and visual supports in vocational settings. Providing written instructions and visual checklists ensures that the learner can follow tasks independently. Sensitizing staff to basic sign language and using assistive listening devices further enhances accessibility. These accommodations remove communication barriers and foster a more inclusive and productive work environment within the community.

98. (D) Standardizing and regulating the training of rehabilitation professionals.
The Rehabilitation Council of India Act 1992 was established specifically to regulate the training of professionals in the field of disability rehabilitation. It ensures that service providers possess the required competencies to support persons with disabilities effectively. By setting national standards, the Act protects the quality of rehabilitation services delivered across the country. This regulatory role is fundamental to the professionalization of the sector.

99. (A) Availability of peer-buddy systems and dedicated equal opportunity cells in colleges.
Peer-buddy systems and dedicated equal opportunity cells are positive facilitators that support the inclusion of students with disabilities in higher education. They help navigate social and academic challenges, reducing the sense of isolation. In contrast, physical inaccessibility, lack of accessible materials, and negative attitudes from faculty are significant barriers that hinder successful transitions. Strengthening these support systems is vital for promoting educational equity.

100. (A) Promotion → Prevention → Medical Care → Rehabilitation → Assistive Devices
The health component of the rehabilitation matrix follows a logical progression starting with the promotion of health and prevention of secondary impairments. It includes necessary medical care and functional rehabilitation to enhance the individual's abilities. Finally, providing appropriate assistive devices ensures better mobility and independence in daily life. This holistic sequence addresses health needs across the entire spectrum, supporting the individual's overall well-being.

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37. Meena is an 8-year-old student with a moderate intellectual disability. Her special educator wants to utilize computer-assisted instruction to teach her the sequential steps of brushing teeth. Which CAI software design or mode is most effective for this purpose?
(A) A dense, text-only document detailing the chemistry of fluoride and clinical oral hygiene recommendations
(B) An interactive video-modeling program that presents the steps sequentially with positive reinforcement
(C) An unguided online search task where the student browses clinical dental health websites independently
(D) A high-speed typing drill where the student must enter complex hygiene-related terms under strict timers

38. Which of the following statements is correct regarding the implementation of digital "Visual Schedules" via portable tablet computers for students with Autism Spectrum Disorder (ASD)?
(A) They are ineffective because touchscreens inevitably cause overstimulation and behavioral anxiety in learners
(B) They must completely substitute spoken instructions by educators to prevent cognitive processing confusion
(C) They support self-regulation and transitions through customizable visual imagery, alerts, and schedules
(D) They are beneficial only for students who have already established fluent spoken language and reading skills

39. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Digital textbooks created in the EPUB format are superior to standard, untagged PDF documents for students utilizing screen readers.
Reason (R): The EPUB format supports reflowable text, clear structural headings, and semantic tagging, allowing screen readers to navigate content dynamically and adjust font sizes seamlessly.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. In the context of constructivist learning theories (such as those of Piaget and Vygotsky), which of the following statements is INCORRECT regarding the role of ICT in "Construction of Knowledge"?
(A) ICT should be used as a passive delivery mechanism where students sit quietly and memorize pre-recorded lectures
(B) ICT tools act as cognitive scaffolds that help learners explore complex virtual environments and construct mental models
(C) Collaborative digital spaces, such as blogs and wikis, support the social co-construction of knowledge among peers
(D) Technology-enabled simulations allow students to test hypotheses and learn through active trial, error, and accommodation

41. In the "Three As" of ICT application in special education, the concept of "Access" encompasses which of the following?
(A) The spatial distance of the educational facility from high-capacity commercial fiber-optic telecommunications
(B) The physical and digital compatibility of hardware and software interfaces with diverse assistive devices
(C) The financial capacity of the school administration to procure expensive proprietary software licenses annually
(D) The restrictive filtering of classroom web browsers to host only authorized national government databases

42. In Skinner's operant conditioning and linear programmed instruction, what is the correct sequence of the instructional loop experienced by the learner?
(A) Response → Stimulus (Frame) → Feedback/Reinforcement
(B) Stimulus (Frame) → Response → Immediate Feedback/Reinforcement
(C) Feedback/Reinforcement → Stimulus (Frame) → Response
(D) Response → Feedback/Reinforcement → Stimulus (Frame)

43. Which of the following ICT tools is correctly matched with its primary instructional function in an inclusive school?
(A) FM Amplification System – Delivers the instructor's voice directly to a hearing aid, reducing environmental noise
(B) Screen Magnifier – Automatically translates

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(A) Standard static Portable Document Format (PDF)
(B) Rich Text Format (RTF)
(C) EPUB3 (Electronic Publication version 3)
(D) Encrypted Joint Photographic Experts Group (JPEG) images

31. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Integrating interactive digital simulations in science lessons is highly beneficial for students with profound pre-lingual hearing impairments.
Reason (R): Digital simulations represent abstract scientific principles visually and dynamically, reducing exclusive reliance on dense verbal lectures or audio-only instructions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. In the domain of educational technology, Computer-Assisted Instruction (CAI) is best defined as:
(A) A teaching method where computers completely replace instructors, eliminating all social classroom dynamics
(B) A process of grading traditional paper exams using optical scanners in centralized administrative offices
(C) The use of standard word processing programs by teachers to draft lesson plans for administrative reports
(D) An interactive method using computers to deliver lessons, track progress, and provide immediate feedback

33. When designing and organizing an accessible "E-Classroom" to support students with diverse disabilities, which of the following physical and digital adaptations are essential?
I. Ergonomic, height-adjustable computer desks to accommodate wheelchair users.
II. High-contrast labels and tactile markers (such as locator dots) on keyboards.
III. Glare-reducing screen filters and adjustable warm lighting in the computer bay.
IV. Pre-installed assistive software, including screen magnifiers, screen readers, and virtual keyboards.
V. Mandatory soundproof cubicles that isolate students with disabilities from peer interactions.
Which of the above adaptations are essential?
(A) I, II, III, and IV
(B) I, II, IV, and V
(C) I, III, IV, and V
(D) II, III, IV, and V

34. What is the fundamental operational difference between "Closed Captions" (CC) and "Open Captions" (OC) in educational video media used for deaf or hard-of-hearing students?
(A) Closed captions display spoken words only, whereas open captions are restricted to background sound effects and music cues
(B) Closed captions are transmitted to electronic tactile Braille displays, while open captions are projected on wall screens
(C) Closed captions can be toggled on or off by the user, whereas open captions are permanently integrated into the video track
(D) Closed captions are optimized for visually impaired learners, whereas open captions are engineered for dyslexic readers

35. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): A single-switch input device used by a student with severe motor control deficits must be paired with on-screen scanning software to be effective.
Reason (R): A single switch can only send a binary on/off signal to the computer, requiring an interface that sequentially highlights screen items until the user selects one.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which of the following is a free, open-source screen-reading software widely promoted in India by NGOs and the Rehabilitation Council of India (RCI) to support the digital literacy of visually impaired students?
(A) JAWS (Job Access With Speech)
(B) Kurzweil 3000
(C) ZoomText Magnifier
(D) NVDA (Non-Visual Desktop Access)

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(A) I, III, and IV
(B) I, II, and III
(C) II, III, and IV
(D) I, II, and IV

50. A teacher plans to project a 5-minute educational video clip in an inclusive classroom that includes two students with moderate sensory-neural hearing impairments. What is the most critical preparation the teacher must complete?
(A) Maximizing the hardware volume of the projection speaker system to overcome classroom environmental noise barriers
(B) Dimming all classroom light sources to ensure the projection display is presented with maximum color saturation
(C) Activating synchronized captions and positioning students to maintain an unobstructed line of sight to the monitor
(D) Requiring the deaf students to sit in the rear desks to read traditional printed textbooks while peers watch the video

51. How can a special educator utilize a standard word processor (such as Microsoft Word) to support a student with visual tracking and spatial-orientation difficulties?
(A) Using double line spacing, wider character tracking, and clear sans-serif fonts on highlighted backgrounds
(B) Adjusting the document font size down to 8 points to compress the entire text block onto a single display screen
(C) Deactivating all digital margins to let text span completely from screen edge to screen edge without any breaks
(D) Applying full text justification settings to enforce strict, uniform block edges regardless of word spacing

52. If a student with severe physical and speech impairments utilizes an eye-gaze communication system, which of the following variables is most critical in determining their overall digital communication efficiency and speed?
(A) Selecting custom outer casing colors for the eye-tracking hardware to match classroom interior decorations
(B) Upgrading general computer processing hardware and optimizing screen refresh rates on local motherboards
(C) Integrating high-resolution secondary external wall projector screens inside the primary learning room
(D) Choosing predictive text layouts and custom dwell times that align with the user's active ocular control

53. When evaluating educational websites for students with cognitive and developmental disabilities, which of the following digital design features support web accessibility?
I. Highly predictable navigation menus and consistent visual icon placement across all sub-pages.
II. Text content written in plain, straightforward language, supplemented with visual graphics or icons.
III. Multiple rapidly flashing banner advertisements and auto-playing background music to maintain attention.
IV. Options to disable timer limits or extend the time allowed to complete interactive activities.
V. Keyboard accessibility, allowing navigation of all elements using the Tab key without requiring a mouse.
Which of the above features support web accessibility?
(A) I, II, III, and IV
(B) I, II, IV, and V
(C) I, III, IV, and V
(D) II, III, IV, and V

54. A special education teacher wants to create a personalized digital "Social Story" to help a student with Autism transition between class activities. Which ICT tool is most appropriate for creating and delivering this story?
(A) A professional database application to track, catalog, and analyze occurrence rates of specific transition behaviors
(B) A dedicated command-line development environment to teach coding skills so students can program their own transitions
(C) A tablet presentation app combining local classroom photos, simple text instructions, and direct voice narration
(D) An online, text-based discussion forum where the student can communicate transition strategies with older peers

55. Article 9 of the UNCRPD explicitly mandates that State Parties must promote the design, development, production, and distribution of accessible ICT systems and technologies at:
(A) Separate specialized manufacturing centers reserved exclusively for medical technology

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monitored by staff
(C) Standardizing all digital resources to translate online text documents into English language files exclusively
(D) Designing web content and tools so they are usable and understandable by learners with diverse abilities

94. Which of the following international declarations first heavily emphasized the use of ICT and assistive technologies as a fundamental right for students with disabilities to access inclusive education?
(A) Universal Declaration of Human Rights formulated in 1948
(B) Geneva Declaration of the Rights of the Child issued in 1924
(C) UN Convention on the Rights of Persons with Disabilities 2006
(D) Copenhagen Declaration on Social Development established in 1995

95. The Web Content Accessibility Guidelines (WCAG) 2.1, which set global benchmarks for digital accessibility, are organized under which four main principles?
(A) Personal, Organized, Reliable, Accessible
(B) Perceivable, Operable, Understandable, Robust
(C) Portable, Operable, Readable, Receptive
(D) Precise, Organized, User-friendly, Secure

96. Which of the following is a correct statement about the use of storytelling via digital audio podcasts for children with Attention Deficit Hyperactivity Disorder (ADHD)?
(A) Audio files are entirely ineffective because learners require rapid visual flashes on screens to process curriculum
(B) Podcasts must be set to double playback speed to keep up with the fast neurological processing of ADHD students
(C) Auditory recordings should only serve as a quiet behavior management tool when a student rejects physical activities
(D) Structured audio narratives with transcripts help maintain focus and comprehension by limiting visual distractions

97. Arjun is a 9-year-old student with spastic athetoid cerebral palsy. He has good cognitive abilities and understands classroom instructions, but has limited functional use of both hands. He does, however, possess excellent, controlled head movement. His teacher wants him to participate in interactive educational games on the classroom PC. Which input modification is most appropriate for Arjun?
(A) A head-pointing sensor system paired with virtual keyboard software
(B) A standard physical computer keyboard with high-sensitivity mice
(C) A foot-operated joystick mouse requiring fast double-click actions
(D) A vocal recognition system that requires highly articulate speech

98. Which of the following statements is INCORRECT regarding the integration of "Newspaper in Education" (NIE) via digital formats for students with cognitive impairments?
(A) It permits interactive visual glossaries that explain challenging concepts through direct cartoon animations
(B) It offers supportive audio reading features to help students associate written headlines with spoken words
(C) Digital newspapers should only show unedited, dense text files to preserve journalistic integrity for all
(D) It provides simple options for teachers to increase font scale and line separation to enhance readability

99. What is the primary constructivist advantage of allowing students with learning disabilities to create their own digital "Blogs" or online learning journals?
(A) It fosters active learning and reflection by letting students edit and share ideas in a flexible digital format
(B) It automates student evaluation and scoring, reducing administrative preparation hours for the special school
(C) It guarantees that users copy and insert factual definitions from online encyclopedias rather than draft essays
(D) It restricts student creative writing practice to brief, structured sentences of no more than five words each

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100. What is the correct operational sequence for a special educator executing a "Task Analysis" approach using a Computer-Aided Learning (CAL) software module?
I. Break the target academic skill down into sequential, digital steps or frames.
II. Select or customize the CAL module to align

of the seated student
(D) Positioning all displays on static, elevated benches that require students to stand during computer sessions

62. The application of "Universal Design for Learning" (UDL) principles in the context of educational ICT deployment ensures that:
(A) A highly rigid digital curriculum is deployed, forcing all students to respond in a single, identical format
(B) Specialized hardware devices are restricted from classrooms to enforce complete instructional standardization
(C) Materials are flexible from the outset, providing varied means of representation, expression, and engagement
(D) Only students with documented clinical diagnoses are permitted to access computing technology in the facility

63. What is the correct, logical sequence of steps for a special educator planning to write and produce an educational radio script/audio podcast for students with auditory processing difficulties?
I. Conduct a pilot test of the audio draft with a representative group of learners and gather feedback on pacing and clarity.
II. Define the specific, targeted learning objectives and key concepts to be communicated.
III. Write a script using simple, conversational language, incorporating sound effect (SFX) cues and acoustic pauses to support attention.
IV. Record, edit, and adjust the audio tracks to ensure clear voice projection, minimal background noise, and manageable narration speed.
Which of the following represents the correct sequence?
(A) II, III, I, IV
(B) II, III, IV, I
(C) III, II, IV, I
(D) II, IV, III, I

64. Which of the following categories of educational computer software is correctly matched with its primary instructional format?
(A) Drill & Practice – Teaches advanced conceptual theories from scratch without requiring previous baseline assessments
(B) Tutorial – Operates as a strict testing database that delivers no immediate instructional help or corrective feedback
(C) Instructional Game – Offers completely free-play, unguided virtual spaces devoid of learning outcomes or structure
(D) Simulation – Models physical systems dynamically, facilitating safe exploration and targeted hypothesis testing

65. Which of the following pairs is INCORRECTLY matched regarding adaptive input/output devices and their target disability group?
(A) Screen Reader – Profound congenital hearing loss with normal visual acuity
(B) Foot Mouse – Bilateral upper limb deficiency or severe arm paralysis
(C) Keyboard with keyguard – Uncontrolled hand tremors or athetoid movements
(D) Mouth-stick – Complete high-level cervical spinal cord injury (quadriplegia)

66. When setting up an LCD projector in an inclusive classroom to project slides for a group of students that includes individuals with low vision, which of the following is NOT recommended?
(A) Shading the projector screen from bright ambient light to ensure high contrast levels
(B) Verifying that the text image is scaled large enough to be read from the rear desks
(C) Using very low-contrast pastel colors, like pink text on a light gray slide background
(D) Selecting standard matte-finish projection screen models that minimize room glare

67. When designing and managing online classroom blogs or social groups that include students with Autism Spectrum Disorder (ASD) and learning disabilities, which practice is most appropriate?
(A) Establishing clear netiquette rules and structuring prompts with screen-reader compatibility
(B) Allowing completely unmonitored text messaging on platforms to foster organic social relationships
(C) Restricting blog participation to students who can type fluently without keyboard modifications
(D) Deactivating all illustrative icons, visual emojis, and imagery to enforce a text-only platform

68. What is the primary instructional advantage of integrating a document camera (visualizer) in an inclusive classroom?
(A) It translates verbal speech into real-time

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81. Under the global standards of assistive technology, an "Assistive Technology Device" is best defined as:
(A) Any item or equipment, modified or customized, used to maintain or improve the functional capabilities of a child with a disability
(B) Any commercial computer hardware or mobile application purchased by administrative staff to log student progress data and file records
(C) A dedicated physical classroom facility built on school grounds to accommodate students who use wheelchairs or alternative mobility aids
(D) General grading software systems engineered to calculate school-wide grade averages, test percentages, and academic rankings automatically

82. What is the correct chronological sequence of steps a special educator should follow when planning and executing a live interactive video-conferencing lesson for a homebound student with severe physical disabilities?
I. Distribute accessible digital lesson outlines, PDFs, and visual materials in advance.
II. Verify the internet connection, software settings, and microphone/camera functionality at both locations.
III. Record the video session and provide an asynchronous, captioned copy for later review.
IV. Conduct the live session, incorporating frequent checks for comprehension and structured response pauses.
Which of the following represents the correct sequence?
(A) I, II, IV, III
(B) II, I, III, IV
(C) II, I, IV, III
(D) I, IV, II, III

83. Which of the following pairs represents a correct alignment between an ICT adaptation and its specific cognitive or sensory benefit for a learner with special needs?
(A) Word prediction – Minimizes keystrokes and orthographic anxiety to assist students with motor fatigue or writing challenges
(B) Non-captioned video – Develops and reinforces auditory-only attention spans for students identified as profoundly deaf
(C) High-glare displays – Soothes neurological processing speeds for students who experience severe visual sensory hypersensitivity
(D) Rapidly flashing visual transitions – Enhances focal reading comprehension and concentration skills for students diagnosed with ADHD

84. Which of the following pairs is INCORRECTLY matched regarding assistive software applications and their primary functions?
(A) ZoomText – Computer software designed for screen magnification and visual enlargement
(B) JAWS – Screen reading software engineered to verbalize display content for blind users
(C) Dragon NaturallySpeaking – Voice recognition software that converts spoken words into typed text
(D) Boardmaker – Graphic software used only to edit professional digital landscape pictures

85. Which of the following is NOT an advantage of incorporating computer-assisted instruction (CAI) in an inclusive primary classroom?
(A) Establishing self-paced, individualized lesson pathways customized to each child's academic speed
(B) Restricting classroom students to individual, isolated work devoid of peer interaction
(C) Offering immediate, objective corrective feedback regarding student errors during digital activities
(D) Tracking daily student performance metrics automatically to assist in planning future IEP benchmarks

86. When choosing a digital voice recorder or voice-recording app for a student with dysgraphia to record classroom lectures, which feature is most important to ensure academic utility?
(A) Possessing an aesthetically pleasing physical casing shape and bright color patterns
(B) Offering accelerated audio playback speeds that distort teacher vocal frequencies
(C) Having bookmarking and indexing features compatible with transcription software
(D) Integrating multi-layered, manual control dials and complex system configurations

87. What is the direct instructional effect of integrating "Alt-Text" (Alternative Text) descriptions into image files on a school's online learning management system (LMS)?
(A) It shifts image hue balances to ensure page illustrations align with the standard school

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(A) Eliminating professional sign language interpretation from state broadcasts to enforce strict auditory-only training
(B) Standardizing general public information and media services using accessible design formats like Braille or plain language
(C) Restricting the distribution of standard screen-reading software programs to authorized medical clinics and hospitals
(D) Substituting tactile Braille libraries with standard unformatted text files that do not connect with braille displays

75. In the context of the "Three As" of ICT in Special Education, the dimension of "Availability" primarily refers to:
(A) Having a maintained stock of appropriate hardware, software, and assistive tools in the school inventory
(B) The operational ease with which a learner changes or customizes target language settings in school applications
(C) The socio-economic capacity of families to purchase individual personal computers for home-based study
(D) The regional availability of municipal high-speed wireless networks in neighborhoods surrounding school grounds

76. In India, which statutory body is responsible for regulating, standardizing, and monitoring training programmes for special education professionals, including competencies in teaching through assistive technology and ICT for CWSN?
(A) National Council of Educational Research and Training (NCERT)
(B) National Council for Teacher Education (NCTE)
(C) Rehabilitation Council of India (RCI)
(D) Central Board of Secondary Education (CBSE)

77. Sameer is a 12-year-old student with severe, non-verbal Autism Spectrum Disorder. He is frequently frustrated because he cannot communicate basic physiological needs (such as needing water or going to the restroom). What type of ICT-based Augmentative and Alternative Communication (AAC) system should the special educator implement first?
(A) A standard keyboard interface that requires advanced reading and manual spelling skills to type full sentences
(B) An online social media platform where students author text blogs detailing their daily personal activities
(C) An acoustic training software program that plays complex spoken verbal commands at customized frequency levels
(D) A tablet application displaying grids of visual communication symbols that output synthesized spoken words when tapped

78. In digital publishing and print accessibility for persons with print disabilities, what does the acronym "DAISY" stand for?
(A) Diagnostic Assistive Integration Software Yellow
(B) Developmental Accessibility Initiative for Special Youth
(C) Digital Accessible Information System
(D) Dynamic Audio Interactive System for Years

79. Which of the following statements is correct regarding the operational mechanics of screen reading software used by students who are blind?
(A) It sweeps the computer screen and projects virtual three-dimensional text holograms above the desk workspace
(B) It reads text and metadata from the screen, outputting it via text-to-speech or a braille display
(C) It modifies and simplifies the reading comprehension level of web domains down to primary school standards
(D) It prints active screen documents automatically in raised-ink tactile patterns using standard printer paper

80. Which of the following statements is INCORRECT regarding the use of Educational Television (ETV) or video media in special education classrooms?
(A) It can capture attention, make abstract processes concrete, and provide visual models of real-life situations
(B) It must be paired with clear captions (subtitles) and descriptive audio options to be fully accessible to students with sensory impairments
(C) It requires structured pre-viewing and post-viewing activities to ensure cognitive assimilation of the target concepts
(D) It should completely replace the active, hands-on instructional role of the special education teacher for the entire school day

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tactile Braille outputs displayed directly on the screen

(B) It replaces structured teacher lesson planning by generating automated digital slides of curriculum

(C) It eliminates requirements for students with orthopedic difficulties to practice manual handwriting

(D) It projects magnified, live images of physical objects and text to support students with low vision

69. Which of the following represent verified benefits of incorporating Interactive Whiteboards (IWBs) in special education classrooms?

I. Supports multi-sensory learning by combining touch, movement, high-contrast visual displays, and auditory feedback.

II. Allows teachers to save digital annotations, diagrams, and notes directly, which can be printed or emailed to students with dysgraphia or executive dysfunction.

III. Completely eliminates the need for individualized education plans (IEPs) due to its standardized templates.

IV. Enhances group collaboration and physical-motor interaction for students with limited fine-motor control through large physical touch zones.

Which of the above statements are correct?

(A) I, II, and III

(B) I, II, and IV

(C) II, III, and IV

(D) I, III, and IV

70. A special educator intends to use a television segment or video clip to teach social communication cues to a small group of students with intellectual disabilities. How should the teacher structure this media-based activity?

(A) Screen a full sixty-minute television show uninterrupted without offering teacher explanations or lesson pauses

(B) Mute the video audio completely to force students to decipher nonverbal communication cues without any support

(C) Show a brief video clip, pause to discuss facial expressions or cues, and lead a related role-play exercise

(D) Place students randomly around the projection room without assessing their sensory or cognitive comprehension

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71. A student with moderate intellectual disability needs to learn the multi-step functional routine of setting a dinner table. How can a tablet computer utilizing "video modeling" be integrated into this intervention?

(A) Directing the student to watch a generic two-hour commercial documentary focusing on restaurant administration

(B) Requiring the student to complete an unguided text-only assessment on tableware placement using a desktop screen

(C) Displaying rapid, strobe-like visual patterns on the monitor as an arbitrary behavioral reward before starting

(D) Showing short video clips of the task from a first-person view, allowing students to watch and copy each step

72. Why is Skinnerian "Programmed Instruction" theoretically well-suited for students who struggle with attention-deficit disorders or cognitive processing delays?

(A) It delivers quick reinforcement, reduces errors via progressive frames, and supports self-paced learning paths

(B) It requires reading lengthy, undivided chapters before assessment to train long-term attention and focus

(C) It focuses entirely on ambiguous philosophical ideas rather than structured answers or factual corrections

(D) It depends on voice-only instruction, which bypasses visual brain areas to limit distracting computer displays

73. A school library wants to purchase a digital device to assist low-vision students in accessing physical printed textbooks on-site. Which of the following devices is most appropriate and versatile?

(A) A standard flatbed scanner that only stores raw document images on hard drives

(B) A video magnifier (CCTV) featuring adjustable magnification levels and contrast modes

(C) A generic office photocopy system used to print duplicate black-and-white sheets

(D) A manual mechanical typewriter equipped with custom enlarged typeface keys

74. Goal 3 of the Incheon Strategy explicitly identifies which of the following as a crucial measure for enhancing access to knowledge, information, and communication for persons with disabilities?

uniform colors
(B) It shrinks file sizes so graphic documents download faster over outdated, low-speed dial-up connections
(C) It masks on-screen graphics from typically developing classmates to avoid unnecessary visual distractions
(D) It enables screen readers to vocalize image descriptions, allowing visually impaired users to access graphics

88. A special education teacher is setting up an accessible computer workstation for a student with low visual acuity. The standard overhead fluorescent lighting is causing a severe, reflective glare on the monitor, resulting in immediate eye strain. What is the most effective intervention?
(A) Adding an anti-glare filter, tilting the monitor, using task lights, and adjusting screen contrast
(B) Deactivating all room lights, requiring the student to complete computer work in absolute darkness
(C) Instructing the student to look away from the monitor and listen while a peer verbally describes the screen
(D) Ceasing all digital activities for the student, substituting them with manual paper assignments permanently

89. A general primary teacher and a special educator are co-teaching in an inclusive 4th-grade classroom. They plan to use interactive math software. How can they integrate this software most inclusively?
(A) Placing all students with disabilities at one computer in the corner while typically developing peers work in pairs
(B) Choosing flexible math software with multiple access levels and pairing students of mixed abilities together
(C) Restricting computer access to typically developing peers while making students with disabilities complete paper sheets
(D) Requiring every student in class to complete the same software difficulty level within rigid, identical session timers

90. Why are physical mechanical switches (such as a standard "Jelly Bean" switch) often preferred over sensitive, capacitive touchscreen pads for children with severe spastic cerebral palsy?
(A) Touchscreen hardware components are significantly more expensive to maintain and replace in inclusive school budgets
(B) Switches offer a larger activation target and tactile feedback, which suits involuntary gross motor movements better
(C) Mechanical buttons are equipped with specialized microprocessor chips that automatically correct spelling errors in typing
(D) Touchscreen devices are designed using old monochrome standards that cannot render contemporary color layouts or graphics

91. A student with dyslexia frequently loses their place and skips lines while reading digital documents on a computer screen. Which simple software-based accommodation would be most effective?
(A) Utilizing a digital reading ruler that highlights the active text line while masking surrounding print
(B) Converting the entire digital document into uppercase letters to standardize character height and shape
(C) Programming the paragraphs to slide horizontally from right to left across the display monitor at high speed
(D) Adjusting the document color palette to display light white fonts over a soft gray background setting

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92. According to the Rights of Persons with Disabilities (RPWD) Act 2016, "Universal Design" is defined as:
(A) Implementing standardized curricula aimed at average learners, requiring students with disabilities to adapt
(B) Developing specialized, complex diagnostic systems engineered for exclusive use inside clinical therapy centers
(C) Designing products, spaces, and programs to be usable by all people without requiring specialized retrofitting
(D) Utilizing digital assessment metrics to classify students based on physical, sensory, or cognitive restrictions

93. What is the primary definition of "Digital Accessibility" in the context of online learning platforms and school websites?
(A) Procuring and installing high-speed wireless internet routers inside every special educational classroom
(B) Restricting classroom website access to proprietary, high-security local area networks

ANSWERS

1. (A) Technological tools and digital resources used to transmit, store, and share information to support inclusive education
Information and Communication Technology encompasses diverse digital tools and resources facilitating the transmission, storage, and sharing of information. In special education, these technologies play a vital role in fostering inclusive environments by providing accessible learning materials and communication channels. They empower students with diverse needs to participate more effectively in educational activities alongside their peers.

2. (C) Access to physical environments, public transportation, knowledge, information, and communication
Goal 3 of the Incheon Strategy focuses on enhancing accessibility to physical environments, public transportation, knowledge, information, and communication for persons with disabilities. This objective aims to eliminate barriers that hinder participation in social and economic life. By improving infrastructure and information systems, it ensures individuals can navigate public spaces and access digital content independently.

3. (A) Both A and R are true and R is the correct explanation of A
Article 9 of the UNCRPD mandates that State Parties promote access to information and communications technologies, including the Internet, for persons with disabilities. Integrating screen readers like JAWS or NVDA in school labs fulfills this mandate by providing blind students with the necessary tools to navigate digital environments. These technologies ensure equitable access to information.

4. (D) United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) 2006
The United Nations Convention on the Rights of Persons with Disabilities specifically includes Article 4, which outlines general obligations for State Parties. This article mandates the promotion of research, development, and availability of new technologies, including assistive devices. Such legal frameworks are essential for ensuring that technological advancements are inclusive and accessible to individuals with diverse needs.

5. (B) I, II, and III
The three fundamental pillars for implementing technology in inclusive settings are access, availability, and affordability. Access ensures that hardware and software are compatible with various assistive devices. Availability involves having the necessary tools consistently present within the school environment. Affordability addresses the financial feasibility of acquiring and maintaining technologies, ensuring they remain sustainable for all students.

6. (C) It presents content in small, sequential steps that require active responses and provide immediate feedback
Programmed instruction is highly effective for students with intellectual disabilities because it breaks complex information into small, manageable units called frames. This method requires active student participation and offers immediate feedback for every response. Such structured learning helps reinforce concepts gradually, reduces cognitive load, and allows learners to progress at their own pace within a systematic framework.

7. (A) Both A and R are true and R is the correct explanation of A
Audio description is a critical adaptation for learners with visual impairments as it provides verbal narrations of essential visual elements. By describing actions, settings, and facial expressions during natural pauses in dialogue, it creates a comprehensive mental image. This technique ensures that educational video media is fully accessible, allowing students to comprehend visual context independently and effectively.

8. (A) Embedding complex, rapidly flashing slide transitions and animated gifs to sustain visual interest
Rapidly flashing transitions and animated graphics can cause visual stress and distractions, hindering reading for students with low vision or dyslexia. Effective accessible design prioritizes clarity and stability to reduce cognitive and

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directly with these progressive steps.

III. Monitor the student's progress using the automated data-tracking reports generated by the software.

IV. Guide the student to complete each digital frame sequentially, receiving immediate feedback.

Which of the following represents the correct sequence?

(A) II, I, IV, III

(B) I, II, III, IV

(C) II, I, III, IV

(D) I, II, IV, III

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(B) High costs, to ensure that only certified clinical settings can obtain them
(C) The high school level, ignoring early childhood intervention requirements
(D) An early stage, so that these technologies become accessible at minimum cost

56. What is the primary definition and role of Augmentative and Alternative Communication (AAC) software in special education?
(A) Software tools and symbol systems designed to assist or replace spoken communication for individuals with severe speech-language impairments
(B) Digital translation programs engineered to automatically convert standard academic text files into printable, formatted tactile Braille books
(C) Specialized classroom amplification hardware systems configured to modify ambient acoustic signals for students with sensory integration delays
(D) Interactive educational games developed to teach vocabulary spelling skills through repetitive high-speed keyboard input exercises

57. Karan is a 14-year-old student who is completely blind. He must research a history topic using the internet and write a 500-word essay for his inclusive social studies class. Which combination of hardware and software is most appropriate to ensure Karan can complete this task independently?
(A) A standard laptop with a flatbed scanner and optical character recognition software lacking text-to-speech outputs
(B) A computer with an active screen reader, a keyboard-navigated web browser, and accessible word processor shortcuts
(C) A widescreen monitor adjusted for high contrast paired with an optical mouse and handheld electronic magnifiers
(D) A portable voice recorder to capture peer verbal feedback without interacting with computers or online research

58. The term "OCR" in the context of digital print accessibility for students with visual and print disabilities stands for:
(A) Operational Computer Registration, which logs software license renewals for classroom-based digital assistive technologies
(B) Optical Character Recognition, which converts scanned page images into editable, screen-reader compatible digital text
(C) Orthopedic Coordinate Reader, which translates head or limb motions into digital pointer trajectories on standard displays
(D) Online Classroom Resource, which serves as a global database index of certified educational websites for special school systems

59. Which of the following digital formats is specifically designed by an international consortium to create highly structured, navigable "Talking Books" that allow print-disabled readers to skip between chapters, sections, pages, and search for specific words?
(A) DAISY (Digital Accessible Information System)
(B) Standard MP3 (MPEG-1 Audio Layer III)
(C) Standard physical Audio Cassette Tape
(D) Uncompressed WAV (Waveform Audio File Format)

60. Which of the following statements is correct regarding the implementation of "Drill and Practice" Computer-Assisted Instruction (CAI) for students with mild learning disabilities?
(A) It is engineered to introduce highly complex, abstract scientific theories that require extensive conceptual cognitive restructuring
(B) It operates without integrated user performance logging, keeping educators uninformed regarding individual student error patterns
(C) It is designed to reinforce previously taught skills like math facts or vocabulary through repetition and immediate feedback
(D) It relies on continuous, high-intensity animations and loud game soundtracks to keep students visually and aurally overstimulated

61. When organizing an accessible "E-Classroom" for students with severe physical/orthopedic disabilities, which of the following configurations is INCORRECT?
(A) Planning layout pathways that are wide enough to facilitate wheelchair turning radiuses and physical mobility
(B) Providing alternative hardware inputs like trackballs and physical switches next to standard QWERTY keyboards
(C) Placing all interface power buttons and USB connections within easy, reachable distance

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sensory overload. Instead of using complex animations, educators should focus on high-contrast color schemes, large font sizes, and simple layouts to ensure information is perceivable.

9. (B) I, III, and IV
Universal Design for Learning principles emphasize flexibility and multiple means of representation. Features such as text-to-speech, multi-sensory feedback, and customizable display settings like adjustable contrast or font styles directly support diverse learners. These adaptations allow students to interact with digital content in ways that best suit their sensory and cognitive needs, promoting inclusive and equitable experiences.

10. (B) The gap in access, availability, and literacy of digital systems between students with and without disabilities
The digital divide refers to the significant gap in access, availability, and literacy regarding digital systems between students with and without disabilities. This disparity often stems from socio-economic factors or the lack of accessible hardware and software. Bridging this gap is essential for ensuring that all learners have equal opportunities to benefit from technological advancements in contemporary classrooms.

11. (A) Both A and R are true and R is the correct explanation of A
Text-to-Speech software is highly effective for students with dyslexia because it automates the decoding process of written text. By converting graphemes into phonemes, the technology alleviates the intense cognitive effort typically required for reading. This allows the learner to dedicate more cognitive resources to higher-level tasks such as vocabulary comprehension, synthesis of information, and meaning construction.

12. (C) II, III, I, IV
Implementing an assistive technology intervention begins with a thorough multidisciplinary assessment of the student's specific needs and environment. This is followed by the systematic selection and trial of appropriate tools to ensure a proper fit. Once selected, custom training is provided to the student and support network. Finally, ongoing monitoring and data collection are essential for adjustments.

13. (D) I, II, III, and IV
Article 9 of the UNCRPD outlines specific areas where State Parties must ensure accessibility to promote independent living. These include physical environments like buildings and roads, transportation services in all regions, and information and communication systems, including electronic services. Additionally, emergency and disaster management communication must be accessible. These measures collectively aim to remove barriers to social participation.

14. (C) Dysgraphia – Speech-to-Text (Voice Recognition) software for writing assignments
Speech-to-Text software serves as a vital accommodation for students with dysgraphia, as it allows them to dictate their thoughts directly into a digital format. This bypasses the physical challenges of handwriting or typing, which can be exhausting for individuals with motor difficulties. By focusing on verbal expression, students can demonstrate their knowledge effectively without being hindered.

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15. (D) A is false but R is true
Radio broadcasts and audio podcasts are inherently inaccessible to individuals who are profoundly deaf because they rely entirely on acoustic pathways. While it is true that auditory media bypasses visual reading, this characteristic makes it unsuitable as a primary instructional tool for those with significant hearing loss. Effective education for these students requires visual supports like captions or text.

16. (D) DAISY Consortium – Standardized encrypted PDF format restricted from screen-reader modification
The DAISY Consortium develops international standards for accessible digital books, specifically designed for people with print disabilities. Unlike restricted or encrypted PDFs, DAISY formats are highly flexible, allowing for structured navigation and compatibility with screen readers and braille displays. They are intended to maximize accessibility rather than impose restrictions on modification, enabling users to skip between chapters.

17. (A) A physical mechanical switch paired with visual auto-scanning software on the monitor
For individuals with severe involuntary muscle contractions, traditional input devices are often

68. (D) It projects magnified, live images of physical objects and text to support students with low vision
A document camera, or visualizer, is a versatile tool that projects live, magnified images of physical objects and text onto a screen. This is particularly beneficial for students with low vision, as it allows them to see details of small items or printed pages more clearly. It also supports whole-class instruction by making physical demonstrations visible simultaneously.

69. (B) I, II, and IV
Interactive whiteboards support multi-sensory learning by combining touch, visual displays, and audio. They are especially helpful for students with dysgraphia, as teachers can save and distribute digital notes, eliminating the need for manual copying. Furthermore, the large touch zones facilitate interaction for students with limited motor control. These features collectively enhance group collaboration and academic access.

70. (C) Show a brief video clip, pause to discuss facial expressions or cues, and lead a related role-play exercise
To effectively teach social communication using video, educators should use brief segments followed by structured discussion. Pausing the video allows the teacher to highlight specific facial expressions or social cues, making them easier for students with intellectual disabilities to process. Following this with role-play exercises helps reinforce the learning by allowing students to practice the behaviors in context.

71. (D) Showing short video clips of the task from a first-person view, allowing students to watch and copy each step
Video modeling using a first-person perspective is a highly effective way to teach multi-step routines to students with intellectual disabilities. By watching a video of the task exactly as it would appear to them, learners can more easily understand and copy each sequential step. This visual support provides a clear, repeatable model that fosters independence in living.

72. (A) It delivers quick reinforcement, reduces errors via progressive frames, and supports self-paced learning paths
Programmed instruction is well-suited for students with attention-deficit disorders because it provides immediate reinforcement and breaks learning into small, achievable steps. This structure reduces the likelihood of errors and keeps the learner engaged through frequent interaction. By allowing students to move through the material at their own pace, it accommodates varying processing speeds and helps maintain focal.

73. (B) A video magnifier (CCTV) featuring adjustable magnification levels and contrast modes
A video magnifier, or CCTV, is an essential tool for low-vision students to access printed materials. It uses a camera to project a magnified image of the text onto a monitor, allowing users to adjust both the zoom level and the contrast to suit their needs. This flexibility makes it far more effective than static magnification for tasks.

74. (B) Standardizing general public information and media services using accessible design formats like Braille or plain language
Goal 3 of the Incheon Strategy emphasizes the standardization of public information and media services in accessible formats. This includes using plain language, Braille, and other communication modes to ensure that persons with disabilities can access information on an equal basis with others. Improving the accessibility of media services is fundamental to promoting social inclusion and participation.

75. (A) Having a maintained stock of appropriate hardware, software, and assistive tools in the school inventory
In the Three As framework, availability refers to the consistent presence and maintenance of necessary hardware and software within the school environment. It ensures that when a student needs a specific assistive tool, such as a screen reader or specialized keyboard, it is ready and functional. Proper inventory management is essential for sustaining an inclusive technological classroom infrastructure.

76. (C) Rehabilitation Council of India (RCI)
The Rehabilitation Council of India is the statutory body responsible for regulating and standardizing training programs for special education professionals. RCI ensures that educators possess the necessary competencies to teach students with disabilities, including the effective use of ICT and assistive technologies.

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hearing, ensuring they have access to spoken information. These applications enhance communication and academic participation.

26. (B) Supplying an e-book formatted for text-to-speech playback or high-quality audio recordings
When a student's auditory comprehension far exceeds their tactile reading speed, utilizing text-to-speech or audio recordings is the most efficient academic adaptation. This approach allows the student to process large amounts of information at a rate comparable to their peers, preventing them from falling behind. Providing accessible e-book formats ensures that the student can manage lengthy assignments independently.

27. (A) Both A and R are true and R is the correct explanation of A
Sticky Keys and Filter Keys are essential accessibility features for students with motor coordination difficulties. Sticky Keys specifically allow users to press modifier keys like Ctrl or Shift sequentially instead of simultaneously. This is particularly beneficial for individuals with limited dexterity or those who can only use one hand. These native operating system modifications ensure shortcuts remain accessible.

28. (C) A standard computer, a USB microphone with a pop filter, and free open-source software like Audacity
Establishing a functional audio recording workstation can be achieved cost-effectively using standard computing equipment. A basic computer paired with an affordable USB microphone and open-source software like Audacity provides all the necessary tools for creating high-quality Talking Books. This setup allows for easy recording and editing without the need for expensive professional consoles, making it ideal for schools.

29. (D) I, II, III, and IV
Modern operating systems include several native accessibility features designed to support students with sensory and motor limitations. These include screen magnifiers for visual enlargement, high-contrast themes for better visibility, on-screen keyboards for alternative input, and audio descriptions for system notifications. These built-in tools provide an immediate, no-cost foundation for making computers accessible to a range of learners.

30. (C) EPUB3 (Electronic Publication version 3)
EPUB3 is the globally recognized standard for creating accessible digital publications. Unlike static formats, EPUB3 supports reflowable text, which allows users to customize font sizes and styles without losing formatting. It also integrates structural tagging that enables seamless synchronization with screen readers and braille displays. This flexibility makes it an essential format for complying with accessibility mandates in education.

31. (A) Both A and R are true and R is the correct explanation of A
Digital simulations are highly beneficial for students with hearing impairments because they translate abstract scientific concepts into dynamic visual models. By reducing the reliance on verbal lectures and audio instructions, these tools provide a clearer path to understanding complex phenomena. The visual and interactive nature of simulations ensures that information is accessible through non-auditory channels, fostering effective learning.

32. (D) An interactive method using computers to deliver lessons, track progress, and provide immediate feedback
Computer-Assisted Instruction is an interactive teaching method where computers are used to deliver educational content, track student progress, and provide immediate feedback. It serves as a supplement to traditional instruction, offering individualized learning experiences tailored to a student's specific needs. By allowing for self-pacing and repeated practice, CAI helps reinforce learning and improve academic outcomes for diverse students.

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33. (A) I, II, III, and IV
Creating an accessible e-classroom requires a combination of physical and digital adaptations. Ergonomic, adjustable furniture accommodates wheelchair users, while tactile markers on keyboards assist students with visual impairments. Environmental factors like glare-reducing filters and adjustable lighting improve visual comfort. Furthermore, pre-installing assistive software ensures that students can immediately access the digital curriculum using tools like magnifiers.

51. (A) Using double line spacing, wider character tracking, and clear sans-serif fonts on highlighted backgrounds
For students with visual tracking and spatial orientation challenges, adjusting document formatting can significantly improve readability. Using double line spacing and wider character tracking creates more white space, which helps the eye follow the text more easily. Additionally, selecting clear sans-serif fonts and utilizing highlighted backgrounds can reduce visual clutter, making it simpler for the student.

52. (D) Choosing predictive text layouts and custom dwell times that align with the user's active ocular control
The efficiency of an eye-gaze communication system depends heavily on how well the software matches the user's ocular control. Customizing dwell times—the duration a user must look at an item to select it—is critical for preventing accidental activations. Furthermore, predictive text layouts reduce the number of selections needed to communicate, significantly increasing the overall speed of digital interaction.

53. (B) I, II, IV, and V
Web accessibility for students with disabilities involves consistent navigation, plain language, and flexible timing. Predictable menus help cognitive processing, while supplemented icons provide visual support for text. Allowing users to extend time limits accommodates those who need more time to process information. Additionally, ensuring all elements are keyboard-navigable is essential for those who cannot use a mouse.

54. (C) A tablet presentation app combining local classroom photos, simple text instructions, and direct voice narration
Tablet presentation apps are ideal for creating personalized social stories for students with autism. These apps allow teachers to combine actual photos of the classroom with simple text and voice narrations, making the story highly relevant and easy to understand. This multi-sensory approach provides a concrete visual and auditory guide that helps the student navigate transitions successfully.

55. (D) An early stage, so that these technologies become accessible at minimum cost
Article 9 of the UNCRPD emphasizes the importance of integrating accessibility into the early stages of ICT design and production. By considering diverse user needs from the beginning, developers can ensure that technologies are accessible at minimum cost. This proactive approach prevents the need for expensive retrofitting later and promotes the widespread availability of inclusive digital tools for learners.

56. (A) Software tools and symbol systems designed to assist or replace spoken communication for individuals with severe speech-language impairments
Augmentative and Alternative Communication software encompasses tools and symbol systems that assist or replace spoken language for individuals with significant speech impairments. These systems provide alternative ways to express thoughts and needs, often using icons, text, or synthesized speech. By facilitating communication, AAC software plays a crucial role in enabling social interaction and academic participation for diverse students.

57. (B) A computer with an active screen reader, a keyboard-navigated web browser, and accessible word processor shortcuts
To complete a research essay independently, a blind student requires a computer equipped with a screen reader to verbalize on-screen information. Mastery of keyboard-navigated web browsing and word processor shortcuts is also essential for efficient research and writing. These tools provide full access to digital content and editing features, allowing the student to produce high-quality work independently.

58. (B) Optical Character Recognition, which converts scanned page images into editable, screen-reader compatible digital text
Optical Character Recognition is a technology that translates images of printed or handwritten text into machine-encoded text. This process is vital for accessibility because it allows scanned documents to be read by screen readers and converted into other accessible formats like braille or large print. OCR effectively transforms static physical pages into dynamic digital files that are navigable.

59. (A) DAISY (Digital Accessible Information System)
The DAISY format is specifically designed to create highly structured and navigable Talking

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or reinforcement, which confirms the correct answer and prepares them for the next step.

43. (A) FM Amplification System – Delivers the instructor's voice directly to a hearing aid, reducing environmental noise
An FM amplification system is specifically designed to improve speech clarity for students with hearing impairments. By using a microphone worn by the teacher and a receiver for the student, the system delivers audio directly to a hearing aid or cochlear implant. This technology minimizes the negative effects of distance and background noise, ensuring the instructor's voice is clear.

44. (C) NVDA – High-cost commercial software that requires specialized, paid USB hardware keys to operate
Non-Visual Desktop Access is incorrectly described as high-cost commercial software. In reality, NVDA is a free, open-source screen reader developed by a non-profit organization. It does not require expensive hardware keys to operate and is accessible to anyone with a computer. This makes it a vital tool for promoting digital inclusion for visually impaired individuals in schools.

45. (D) I and II
Goal 3 of the Incheon Strategy emphasizes enhancing the accessibility of public ICT infrastructure and promoting the development of assistive technologies using universal design principles. These measures aim to reduce costs and increase the availability of tools for persons with disabilities. The strategy advocates for inclusion within society rather than confining technological training to segregated or specialized environments.

46. (C) Using complex, textured watermarks or abstract pattern backgrounds behind slide text
Complex or textured backgrounds can significantly decrease the legibility of text on a slide, creating visual noise that is difficult for students with low vision to process. To ensure accessibility, slides should have simple, high-contrast backgrounds that do not interfere with the main content. Prioritizing clear visual separation between text and the background is essential for effective communication.

47. (B) Utilizing digital news portals featuring simplified text summaries paired with illustrative videos
For students with intellectual disabilities, digital news content is most effective when it is simplified and supported by visual media. Simplified summaries reduce the cognitive load, while illustrative videos provide concrete context to abstract news stories. This approach makes current affairs more accessible and engaging, allowing the student to stay informed about the world in a supportive way.

48. (D) They provide visual layouts that assist in organizing thoughts into coherent outlines, reducing cognitive overload
Digital concept-mapping software helps students with ADHD or executive functioning deficits by providing a visual structure for their ideas. These tools allow users to organize thoughts into coherent outlines before they begin writing, which significantly reduces cognitive overload. By making relationships between concepts visible, graphic organizers support planning and focus, making complex academic tasks more manageable and accessible.

49. (A) I, III, and IV
Students with athetoid cerebral palsy often experience involuntary tremors, making standard mouse use difficult. A trackball provides a larger, more stable target for movement. Additionally, software-based pointer stabilization helps filter out tremors, while adjustable dwell times on virtual keyboards allow for selections without needing a physical click. These combined hardware and software adaptations enable more precise and independent control.

50. (C) Activating synchronized captions and positioning students to maintain an unobstructed line of sight to the monitor
To make educational videos accessible to students with hearing impairments, teachers must activate synchronized captions. This ensures that spoken dialogue and important audio cues are visible as text. Furthermore, the physical placement of the students is crucial to ensure they have a clear, unobstructed line of sight to the monitor and the teacher, facilitating better visual communication.

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unusable. A mechanical switch paired with auto-scanning software provides an effective alternative. The software highlights screen options sequentially, and the student activates the switch when their desired choice is reached. This method requires minimal physical movement and allows students with significant motor impairments to control software independently.

18. (C) The physical proximity of the inclusive school's ICT resource lab to the local public transportation hub
While physical proximity to transportation is an accessibility concern, it does not fall under the dimension of affordability within the ICT framework. Affordability specifically addresses the financial aspects of technology, such as the cost of software, hardware, licensing fees, and long-term maintenance. Ensuring that digital tools are financially accessible through subsidies or open-source alternatives is crucial for implementation.

19. (A) Both A and R are true and R is the correct explanation of A
Online text communication, such as micro-blogging, provides a beneficial social environment for students on the autism spectrum. By using asynchronous formats, learners are given more time to process information and formulate appropriate responses. This reduces the immediate social pressure and complexity of decoding nonverbal cues like facial expressions or body language, which are often challenging in person.

20. (D) Clear, uncluttered layouts with immediate, concrete sensory feedback for student responses
Educational software for students with intellectual disabilities must prioritize clarity and simplicity to avoid cognitive overload. Uncluttered layouts help the learner focus on the target task, such as basic arithmetic. Furthermore, immediate and concrete sensory feedback is essential for reinforcing learning and helping the student understand the consequences of their actions. These design principles foster a more effective experience.

21. (B) To reduce visual strain, glare, and perceptual distortions to improve reading fluency
Digital screen overlays and colored filters are used to assist students experiencing visual stress or Meares-Irlen Syndrome. These tools modify the background color and contrast of the computer display, which helps minimize glare and perceptual distortions of text. By reducing visual strain, these adaptations improve reading comfort, speed, and overall fluency, allowing students to engage with content effectively.

22. (C) Providing a larger monitor, enabling native screen magnification, and adjusting contrast profiles
For a student with low visual acuity struggling to see a standard monitor, increasing the visual scale of information is the most appropriate adaptation. Providing a larger screen paired with magnification software allows the student to see details more clearly. Additionally, adjusting contrast profiles can enhance visibility. These digital workspace modifications support sensory needs while maintaining participation in classroom activities.

23. (A) Both A and R are true and R is the correct explanation of A
Interactive smartboards align with the UDL principle of multiple means of representation by offering diverse ways to present information. They integrate visual, auditory, and tactile elements into a single platform, allowing students to engage with content through charts, recordings, and direct physical manipulation. This multi-sensory approach caters to different learning styles and sensory needs, ensuring accessibility.

24. (A) Utilizing a digital newspaper with a text-to-speech extension that highlights active words as read
Using a digital newspaper with text-to-speech capability and word highlighting is an effective strategy for students with severe dyslexia. The audio support allows the student to hear the text while the visual highlighting helps them track their place and associate spoken words with written forms. This multi-sensory approach improves comprehension and enables the student to participate in activities.

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25. (B) I and II
Speech-to-text software is a versatile tool in inclusive classrooms. It assists students with dysgraphia by allowing them to dictate assignments, thereby reducing the physical fatigue associated with writing. Additionally, it can provide real-time transcriptions of verbal lectures for students who are deaf or hard-of-

Books for individuals with print disabilities. Unlike standard audio files, DAISY allows users to skip between chapters, sections, and even pages, much like a traditional printed book. This advanced navigation, combined with the ability to search for specific words, provides a superior reading experience.

60. (C) It is designed to reinforce previously taught skills like math facts or vocabulary through repetition and immediate feedback
Drill and practice software is specifically designed to reinforce previously taught skills through repetition and immediate feedback. For students with mild learning disabilities, this format helps build fluency in foundational tasks like math facts or vocabulary. The structured environment provides consistent practice and instant corrections, which are essential for mastering basic academic concepts before moving on to instruction.

61. (D) Positioning all displays on static, elevated benches that require students to stand during computer sessions
Static, elevated benches are inaccessible to students who use wheelchairs, as they require the user to stand or reach uncomfortably high. An inclusive computer workstation must be flexible, with height-adjustable desks that allow students to sit comfortably while working. Prioritizing physical access ensures that all learners, regardless of mobility limitations, can engage with digital tools effectively.

62. (C) Materials are flexible from the outset, providing varied means of representation, expression, and engagement
Universal Design for Learning ensures that educational materials are flexible and accessible to all students from the start. By providing varied means of representation, expression, and engagement, UDL acknowledges that learners have diverse strengths and needs. In the context of ICT, this means using technology to offer multiple ways for students to perceive information and demonstrate knowledge.

63. (B) II, III, IV, I
Creating an effective educational podcast begins with defining clear learning objectives. Next, the script is written using simple language and supportive audio cues. The recording and editing process follows, ensuring high-quality sound and appropriate pacing. Finally, a pilot test is conducted with students to gather feedback on clarity and effectiveness, allowing for final adjustments before actual classroom use.

64. (D) Simulation – Models physical systems dynamically, facilitating safe exploration and targeted hypothesis testing
Simulations are powerful educational tools that dynamically model physical or social systems. They allow students to explore complex environments and test hypotheses in a safe, controlled digital space. This interactive format is particularly effective for demonstrating abstract concepts that might be difficult to replicate in a traditional classroom, providing a rich, hands-on learning experience for all students involved.

65. (A) Screen Reader – Profound congenital hearing loss with normal visual acuity
Screen readers are designed to assist individuals with visual impairments by converting on-screen text into synthesized speech or braille. They are not intended for students with hearing loss, who typically possess normal visual acuity and rely on visual information. Students with hearing impairments would more likely benefit from visual supports like captions, sign language, or amplified audio systems.

66. (C) Using very low-contrast pastel colors, like pink text on a light gray slide background
Low-contrast color combinations, such as pink text on light gray, are extremely difficult for students with low vision to perceive. High contrast is essential for ensuring that projected information is legible from various distances in the classroom. Educators should prioritize bold, distinct colors and simple backgrounds to maximize visibility and reduce the visual strain experienced by students.

67. (A) Establishing clear netiquette rules and structuring prompts with screen-reader compatibility
When using digital social platforms, establishing clear rules for online behavior, known as netiquette, is essential for supporting students with autism. These students benefit from structured prompts and predictable environments. Additionally, ensuring that platforms are compatible with screen readers allows for full participation by students with diverse needs. These practices foster a safe and accessible space for interaction.

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thrives on social interaction and collaborative learning. Although CAI provides individualized and self-paced paths, it is most effective when integrated into a classroom environment that still encourages peer communication and group activities alongside personalized digital software use.

86. (C) Having bookmarking and indexing features compatible with transcription software
For students with dysgraphia who use voice recorders to capture lectures, bookmarking and indexing features are essential. These tools allow the student to tag important sections of the audio for later review or transcription. Compatibility with transcription software further helps in converting spoken words into written notes, making the recording a more useful and organized academic learning resource.

87. (D) It enables screen readers to vocalize image descriptions, allowing visually impaired users to access graphics
Alternative text, or Alt-Text, is a brief description added to image files that is read aloud by screen-reading software. This feature is crucial for making visual content accessible to students with visual impairments. By providing a verbal description of the image, Alt-Text ensures that these learners can understand the context and information conveyed by graphics in digital materials.

88. (A) Adding an anti-glare filter, tilting the monitor, using task lights, and adjusting screen contrast
Addressing monitor glare requires a multi-faceted approach to improve visual comfort. Adding an anti-glare filter and tilting the screen can significantly reduce reflections from overhead lights. Using dedicated task lighting and adjusting the monitor's contrast settings further enhances readability for students with low vision. These simple environmental modifications help prevent eye strain and allow for more effective computer use.

89. (B) Choosing flexible math software with multiple access levels and pairing students of mixed abilities together
Integrating math software inclusively involves selecting tools that offer varying levels of difficulty to accommodate diverse learner needs. Pairing students of mixed abilities encourages peer support and collaboration, which are core components of inclusive education. This approach ensures that every student can participate in the digital activity at their own level while still benefiting from essential social learning.

90. (B) Switches offer a larger activation target and tactile feedback, which suits involuntary gross motor movements better
For children with spastic cerebral palsy, involuntary gross motor movements can make the precision required for touchscreens difficult to achieve. Mechanical switches are often preferred because they provide a larger, more stable activation target and clear tactile feedback when pressed. This physical response helps the user understand they have successfully interacted with the computer, fostering more reliable and independent control.

91. (A) Utilizing a digital reading ruler that highlights the active text line while masking surrounding print
A digital reading ruler is a simple yet effective tool for students who struggle with visual tracking. By highlighting the current line of text while masking the surrounding print, it helps the reader maintain their place and reduces visual distractions. This accommodation improves focus and reading accuracy for students with dyslexia, making it easier to process digital classroom documents.

92. (C) Designing products, spaces, and programs to be usable by all people without requiring specialized retrofitting
The RPWD Act 2016 defines Universal Design as an approach to creating products and environments that are usable by everyone to the greatest extent possible. This philosophy eliminates the need for specialized adaptation or retrofitting after the fact. In an educational context, it means designing curricula and facilities from the outset to be accessible to students with diverse abilities.

93. (D) Designing web content and tools so they are usable and understandable by learners with diverse abilities
Digital accessibility refers to the practice of designing websites and online tools so they can be easily used and understood by people with a wide range of abilities. This includes ensuring that content is perceivable through different

NODIA

By monitoring these programs, RCI maintains high standards of professional practice across the rehabilitation field.

77. (D) A tablet application displaying grids of visual communication symbols that output synthesized spoken words when tapped
For a non-verbal student with autism who struggles to communicate basic needs, a symbol-based AAC system is an appropriate starting point. A tablet application that uses visual icons to output synthesized speech allows the student to express themselves without needing advanced spelling or reading skills. This tool provides an immediate way to reduce frustration and improve communication.

78. (C) Digital Accessible Information System
DAISY stands for Digital Accessible Information System. It is an international technical standard for digital audiobooks, periodicals, and computerized text. DAISY books are designed to be fully accessible for people with print disabilities, providing advanced navigation features that allow users to browse through content by page or chapter, making it a vital resource for inclusive education.

79. (B) It reads text and metadata from the screen, outputting it via text-to-speech or a braille display
Screen readers are software applications that allow blind or visually impaired individuals to use computers. They work by interpreting the text and underlying metadata on the screen and converting it into synthesized speech or braille output. This allows the user to navigate the operating system, browse the internet, and interact with various software programs independently through auditory channels.

80. (D) It should completely replace the active, hands-on instructional role of the special education teacher for the entire school day
While educational television and video media are valuable instructional tools, they should never completely replace the active role of the teacher. Effective media use requires careful planning, including pre-viewing and post-viewing activities, to ensure students understand the concepts being presented. Technology serves as a supplement to, not a substitute for, the personalized guidance and social interaction.

81. (A) Any item or equipment, modified or customized, used to maintain or improve the functional capabilities of a child with a disability
An assistive technology device is broadly defined as any piece of equipment or software that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. These tools can range from simple low-tech items like pencil grips to complex high-tech systems like eye-tracking software. The primary purpose is to help students overcome functional barriers.

82. (A) I, II, IV, III
Conducting a successful video-conferencing lesson starts with distributing accessible materials in advance. This is followed by a technical check of connections and equipment at both locations. During the live session, the teacher must actively engage the student and check for comprehension. Finally, providing a captioned recording allows the student to review the material asynchronously, reinforcing their independent learning.

83. (A) Word prediction – Minimizes keystrokes and orthographic anxiety to assist students with motor fatigue or writing challenges
Word prediction software is an effective tool for students who face challenges with writing due to physical fatigue or dyslexia. By suggesting words as the user types, it reduces the total number of keystrokes required and alleviates anxiety over spelling. This adaptation allows the student to focus more on the content of their writing rather than the mechanics.

84. (D) Boardmaker – Graphic software used only to edit professional digital landscape pictures
Boardmaker is incorrectly described as general photo editing software. In reality, it is a specialized tool used by educators and therapists to create communication boards and educational materials using Picture Communication Symbols. These visual supports are essential for students with speech and language impairments, helping them communicate and participate in classroom activities more effectively through recognizable icons.

85. (B) Restricting classroom students to individual, isolated work devoid of peer interaction
While computer-assisted instruction offers many benefits, it should not be used to isolate students with disabilities from their peers. Inclusion

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34. (C) Closed captions can be toggled on or off by the user, whereas open captions are permanently integrated into the video track
The primary difference between closed and open captions lies in user control and integration. Closed captions are hidden by default and can be turned on or off by the viewer, providing flexibility based on individual needs. In contrast, open captions are permanently burned into the video track and are always visible. Both formats provide essential text support for students.

35. (A) Both A and R are true and R is the correct explanation of A
A single-switch device is a binary input tool that can only send on or off signals. To be useful for navigating a computer, it must be paired with scanning software. This software sequentially highlights items or areas on the screen; the student activates the switch when the desired item is highlighted. This combination allows individuals with severe motor limitations.

36. (D) NVDA (Non-Visual Desktop Access)
NVDA is a free, open-source screen-reading software for the Windows operating system. It is widely promoted in India by various organizations to improve digital literacy and accessibility for visually impaired individuals. Unlike expensive commercial alternatives, NVDA can be downloaded and used without cost, making it a sustainable choice for students and schools looking to provide essential technology.

37. (B) An interactive video-modeling program that presents the steps sequentially with positive reinforcement
Video modeling is an evidence-based practice highly effective for teaching functional skills to students with intellectual disabilities. An interactive program that breaks the task of brushing teeth into sequential steps allows the student to observe and imitate the behavior. Combining these visual demonstrations with positive reinforcement helps the learner master each part of the routine at their own pace.

38. (C) They support self-regulation and transitions through customizable visual imagery, alerts, and schedules
Digital visual schedules on tablet computers are valuable tools for students with autism, as they provide predictable structure for daily activities. These schedules use customizable images and alerts to help students understand upcoming transitions, which reduces anxiety and supports self-regulation. By making abstract time concepts more concrete, digital schedules empower learners to navigate their day with greater independence.

39. (A) Both A and R are true and R is the correct explanation of A
EPUB is superior to standard PDF for accessibility because of its reflowable nature and semantic structure. These features allow students using screen readers to navigate content logically through headings and sections. Furthermore, the ability to adjust font size and layout without losing information makes EPUB highly adaptable for various visual and reading needs, ensuring a seamless experience.

40. (A) ICT should be used as a passive delivery mechanism where students sit quietly and memorize pre-recorded lectures
Constructivist learning theories emphasize active exploration and the social co-construction of knowledge. Therefore, using ICT as a passive delivery mechanism for memorizing lectures is pedagogically incorrect. Instead, technology should serve as a cognitive scaffold, enabling students to test hypotheses through simulations and collaborate with peers in digital spaces. These active uses of ICT foster deeper and meaningful learning.

NODIA

41. (B) The physical and digital compatibility of hardware and software interfaces with diverse assistive devices
Within the "Three As" framework, the concept of access focuses on the compatibility of technological interfaces with diverse functional needs. This involves ensuring that hardware and software can be used with various assistive devices, such as switches, screen readers, or specialized mice. True access means that the digital environment is designed to be inclusive and navigable for all.

42. (B) Stimulus (Frame) → Response → Immediate Feedback/Reinforcement
Skinner's linear programmed instruction follows a specific behavioral loop to facilitate learning. It begins with the presentation of a stimulus in a small unit called a frame. The learner then makes an active response based on that stimulus. Finally, the student receives immediate feedback

senses and navigable with various input methods. True digital accessibility removes barriers to information and ensures all learners participate on equal terms.

94. (C) UN Convention on the Rights of Persons with Disabilities 2006
The UNCRPD was the first major international human rights treaty to explicitly recognize the importance of ICT and assistive technologies. It establishes that access to these tools is a fundamental right for individuals with disabilities, essential for their inclusion in education. By mandating that State Parties promote such technologies, the convention has significantly influenced global digital accessibility standards.

95. (B) Perceivable, Operable, Understandable, Robust
The Web Content Accessibility Guidelines are built upon four fundamental principles known as POUR. Perceivable ensures information is presented in ways users can sense. Operable means all navigation and interface components must be functional for everyone. Understandable requires that information and the operation of the interface be clear. Robust content must remain compatible with a variety of assistive technologies.

96. (D) Structured audio narratives with transcripts help maintain focus and comprehension by limiting visual distractions
For students with ADHD, structured audio narratives can be highly beneficial when paired with written transcripts. This dual-modality approach provides both auditory and visual reinforcement, which helps maintain focus and improve comprehension. By limiting the overwhelming visual stimulation found in many other digital formats, podcasts provide a calmer, more focused environment for processing educational content and academic storytelling materials.

97. (A) A head-pointing sensor system paired with virtual keyboard software
Since Arjun has excellent head control but limited hand use, a head-pointing sensor system is the most effective input modification. This technology tracks his head movements to control the on-screen cursor, while virtual keyboard software allows him to enter text or select options. This adaptation leverages his existing physical strengths to provide a reliable and independent way to interact.

98. (C) Digital newspapers should only show unedited, dense text files to preserve journalistic integrity for all
Showing only unedited, dense text files is an ineffective way to present digital newspapers to students with cognitive impairments. These learners benefit significantly from modifications like simplified text, audio support, and interactive visual aids. Providing accessible versions of news content ensures that all students, regardless of their cognitive level, can stay informed and engage with current world events meaningfully.

99. (A) It fosters active learning and reflection by letting students edit and share ideas in a flexible digital format
From a constructivist perspective, digital blogs are powerful tools because they encourage students to actively reflect on their learning. By writing and editing their own entries, students take ownership of their knowledge and share their ideas with a wider audience. This process of digital journaling helps students organize their thoughts, develop expressive communication skills, and engage in meaningful academic growth.

100. (D) I, II, IV, III
Applying a task analysis approach in computer-aided learning begins with breaking a skill into sequential digital steps. Once the steps are defined, the teacher selects or customizes a software module to match this progression. The student then completes each frame sequentially, receiving immediate feedback along the way. Finally, the teacher monitors the student's progress using automated reports to guide future instruction.

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(D) The rapid, spontaneous development of independent self-advocacy and self-determination skills in adulthood.

52. Which of the following central schemes by the Government of India provides financial assistance for higher education to students with disabilities, with a specific mandate of reserving 50% of the total slots for female applicants?
(A) PM CARES Scheme for Children
(B) National Scholarship Scheme for Students with Disabilities
(C) National Scheme of Incentive to Girls for Secondary Education
(D) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Hostel Scheme

53. Consider the following measures designed to achieve inclusive equality for girls with disabilities in secondary schools:
I. Modifying the physical environment to provide accessible, safe, and private sanitation facilities.
II. Incorporating gender and disability awareness into the school curriculum for all students.
III. Reserving seats for girls with disabilities in school student councils.
IV. Providing training on self-protection and boundary-setting.
V. Forcing all girls with physical disabilities to opt for home-based education to ensure complete physical safety.
Which of the above statements is/are correct?
(A) I, II, III and IV only
(B) I, II, III and V only
(C) II, III, IV and V only
(D) I, II, III, IV and V

54. Which of the following strategies is most effective for a special education teacher wishing to address gender stereotyping in a classroom of adolescents with mild cognitive delays, specifically to dismantle the belief that girls with physical disabilities cannot be independent homemakers or career professionals?
(A) Directing the girls to focus on purely academic subjects while omitting hands-on vocational tasks.
(B) Establishing strictly segregated vocational tracks where boys do woodworking and girls do home sewing.
(C) Counseling families to protect female students from daily household responsibilities to minimize stress.
(D) Arranging visits to workplaces run by women with disabilities, followed by structured reflections.

55. Under Section 12(1)(c) of the RTE Act 2009, private unaided schools must reserve 25% of entry-level seats for children belonging to disadvantaged groups and weaker sections. How does this provision intersect with gender and disability under state rules?
(A) It completely excludes students with special needs, requiring them to enroll strictly in segregated special schools.
(B) It classifies children with disabilities as a disadvantaged group, granting them free private school admission.
(C) It secures enrollment reservations exclusively for young boys diagnosed with moderate to severe visual impairments.
(D) It requires private institutions to charge half-rate tuition fees from female students with intellectual delays.

56. Under Bronfenbrenner's Ecological Systems Theory, how is the "Macrosystem" defined in relation to a girl with a physical disability growing up in a patriarchal, ableist society?
(A) The physical characteristics of her immediate school classroom and peer-to-peer social dynamics.
(B) The complex communication loop between her home family members and her regular classroom teachers.
(C) Cultural values, societal beliefs, and legal frameworks regarding gender expectations and disability.
(D) The major historical events and critical socio-developmental transitions occurring over her lifespan.

57. Komal, a nine-year-old girl with a locomotor disability who uses a manual wheelchair, is highly enthusiastic about sports. During the annual school sports day, the physical education teacher tells her, "You can sit near the stage and hand out the trophies to the winners; that is a very honorable role for a girl in a wheelchair." Komal feels deeply excluded and starts crying. What action should the special education teacher take?
(A) Comfort the student and insist that presenting trophies is a highly prestigious role she must accept gladly.

NODIA

7. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): Culturally defined gender roles significantly compound the functional limitations experienced by girls with intellectual disabilities in traditional rural settings.
Reason (R): Sex represents the biological differences between males and females, whereas gender refers to the socially constructed roles, behaviours, and attributes that a given society considers appropriate.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. Which of the following is a significant socio-cultural gendered factor that contributes to a higher prevalence of developmental disabilities in female children in resource-poor communities?
(A) Biological and genetic vulnerability of female fetuses to inherited chromosomal mutations.
(B) Disproportionate enrollment of young girls in low-quality, non-formal education systems.
(C) Gender-based household discrimination in nutritional distribution and healthcare access.
(D) Inherent physiological resistance of female children to early neurodevelopmental therapy.

9. In an inclusive Class VII classroom, Ms. Sunita, a special educator, notices that Priyadarshini, a girl with mild cerebral palsy and dysarthria, is consistently bypassed during classroom question-and-answer sessions. The general education teacher assumes Priyadarshini will feel anxious or take too long to respond, and instead calls on boys with or without disabilities who raise their hands quickly.
What professional intervention should the special educator implement first to address this issue?
(A) Recommend transferring the student to a separate resource room to learn in a highly protective environment.
(B) Suggest that the student be fully exempted from oral evaluations and graded strictly on written submissions.
(C) Advise the parents to enroll the child in specialized private speech therapy clinics outside of school hours.
(D) Collaborate with the teacher on alternative response modes and raise awareness of double marginalization.

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10. The concept of "intersectionality", which is crucial in analyzing gender and disability, was first introduced to describe how multiple systems of discrimination overlap. In the context of special education, this concept primarily highlights:
(A) The combined, compounding disadvantage of being both female and a person with a disability.
(B) The overlap between hearing impairment and visual impairment in deaf-blind children.
(C) The transition of a child from an early intervention centre to a formal primary school.
(D) The coordination between government schemes and non-governmental organizational funding.

11. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): Women with intellectual disabilities are frequently subjected to non-consensual sterilization under the guise of menstrual management and protection from pregnancy.
Reason (R): The Rights of Persons with Disabilities (RPWD) Act, 2016 prohibits any medical procedure on a person with disability which leads to permanent sterility without their free and informed consent.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. Which specific Article of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) focuses exclusively on "Women with Disabilities"?
(A) Article 5
(B) Article 6
(C) Article 7
(D) Article 24

13. Consider the following structural and social barriers that restrict access to education for girls with disabilities in rural India:

I. Lack of accessible, gender-segregated sanitation facilities in schools.
II. Parental fear of sexual abuse during the commute to distant schools.
III. Lack of professional sign language interpreters in local rural schools.

Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

14. To challenge gender and disability stereotypes in a primary special education setting, which of the following practices is most effective?
(A) Assigning boys with learning disabilities to physical tasks and girls with learning disabilities to artistic tasks to match traditional skills.
(B) Advising girls with physical disabilities to avoid enrolling in vocational training programmes like computer science because of physical strain.
(C) Using storybooks and learning aids that depict girls with disabilities in active, leadership, and professional roles.
(D) Providing separate seating arrangements for boys and girls during cooperative learning activities.

15. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): The principle of normalization implies making available to all persons with intellectual disabilities patterns of life and everyday conditions which are as close as possible to the regular circumstances of society.
Reason (R): Normalization demands that we must try to cure the biological impairments of females with disabilities to make them fit into traditional domestic roles.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. Research indicates that girls with disabilities are highly vulnerable to developing a negative self-concept and learned helplessness. Which instructional strategy directly counteracts this psychological vulnerability?
(A) Systematically lowering all academic expectations and performance standards to prevent any experiences of failure.
(B) Ensuring that the student is constantly accompanied and assisted by a dedicated classroom aide for all tasks.
(C) Teaching self-advocacy skills, arranging peer mentoring, and rewarding independent classroom decision-making.
(D) Restricting direct participation in competitive school-wide activities to prevent any potential peer pressure.

17. A ten-year-old girl, Rehana, who has a severe hearing impairment, arrives at her resource centre with frequent unexplained bruises and exhibits sudden, extreme withdrawal, regression in communication, and fear of going home. The special education teacher suspects abuse within the familial domain. What is the most legally and ethically sound course of action for the teacher?
(A) Confront the family members directly and demand an immediate explanation under the threat of police intervention.
(B) Report immediately to child protection authorities under the POCSO Act and document all observations objectively.
(C) Arrange to keep the child in the school hostel indefinitely to shield her from family contact without notification.
(D) Instruct the girl to practice physical self-defense and avoid discussing private family matters with outsiders.

18. Which of the following describes a key technique in performing a "Gender and Disability Analysis" when designing educational policies?
(A) Applying identical assessment tools and standardized IQ tests to both boys and girls without any adaptation.
(B) Excluding women with disabilities from policy drafting committees to ensure objective planning by external experts.
(C) Providing equal cash incentives to all schools regardless of the gender ratio of enrolled children with special needs.
(D) Disaggregating all data by both sex and disability type to identify unique barriers faced by girls with disabilities.

19. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): Active civil society organizations

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(CSOs) run by persons with disabilities, particularly self-advocacy groups of women with disabilities, are crucial for the enforcement of the RPWD Act 2016.
Reason (R): Legal frameworks remain largely ineffective unless there are strong monitoring systems, public awareness campaigns, and community-led pressure groups to demand accountability from state machinery.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

20. The concept of "inclusive equality", as advanced by modern human rights discourse and the UNCRPD, goes beyond formal equality (treating everyone the same) by:
(A) Requiring that all students with special needs receive identical academic grades regardless of their performance.
(B) Forcing all specialized vocational institutions to close immediately without providing alternative support plans.
(C) Requiring structural changes, reasonable accommodation, and targeted positive measures to remove systemic barriers.
(D) Declaring that gender-based differences are purely biological and should be completely ignored in lesson planning.

21. Consider the following legal and administrative elements regarding the "enforceability" of rights for children with disabilities under Indian law:
I. The provision of free and compulsory education under Section 3 of the RTE Act 2009.
II. The establishment of State Commissioners for Persons with Disabilities to act as grievance redressal authorities.
III. Voluntary recommendations by local municipal bodies that have no binding authority.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

22. Under the National Education Policy (NEP) 2020, which of the following funding mechanisms is proposed to specifically support the education of female and transgender children with special needs?
(A) Special Education Zones Welfare Fund
(B) Divyangjan Balika Scholarship Scheme
(C) Inclusive Infrastructure Development Grant
(D) Gender Inclusion Fund

23. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): Girls and women with intellectual disabilities are disproportionately abandoned or institutionalized by families compared to their male counterparts.
Reason (R): Deep-seated cultural norms perceive women with disabilities as perpetual liabilities who cannot perform domestic work or traditional marital roles, rendering them vulnerable to rejection.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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24. When designing a physical education and mobility training programme for a visually impaired girl in a conservative rural school, which adaptation is most culturally and pedagogically sensitive?
(A) Exempting the student completely from physical education classes and allowing her to spend that time studying.
(B) Requiring her to participate in high-contact sports alongside male peers without any modified rules or guides.
(C) Assigning a female peer or instructor to conduct initial orientation sessions in a safe, quiet environment.
(D) Recommending that she practice her physical orientation and mobility training only at home with family members.

25. Consider the following factors that systematically limit the access of young women with intellectual and developmental disabilities to vocational training and employment:
I. Stereotyped training choices (e.g., limiting them to sewing or candle-making instead of digital literacy).
II. Lack of accessible public transport and safe transit options.
III. Absence of workplace policies on sexual harassment that explicitly cover women with

Approach, the government is viewed as the "duty-bearer" while persons with disabilities are recognized as "rights-holders."
Reason (R): Duty-bearers are legally obligated to respect, protect, and fulfill the rights of rights-holders, and must be held accountable through statutory monitoring bodies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. Section 37 of the RPWD Act, 2016 mandates that local authorities and governments must earmark a minimum percentage of allocation in developmental schemes for women with benchmark disabilities. What is this minimum mandated percentage?
(A) 2%
(B) 3%
(C) 5%
(D) 10%

41. Consider the following factors that increase the vulnerability of girls with disabilities to gender-based violence (GBV) within school environments:
I. Isolation due to segregated classroom placements or lack of peer support.
II. Communication barriers that make reporting or describing incidents difficult.
III. Lack of training among school staff on recognizing behavioral signs of trauma.
IV. Physical dependence on personal care assistants for toileting and hygiene.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I, II and IV only
(D) I, II, III and IV

42. In a high school resource room, a male special educator notices that peer networks for students with moderate autism differ significantly by gender. Girls with autism are often socially ignored or passive, while boys with autism tend to exhibit externalizing, disruptive behaviors that receive immediate attention.
What is the most appropriate social skills intervention for the girls with autism?
(A) Setting up peer-mediated socialization groups with supportive neurotypical peers to foster interactions.
(B) Instructing them to display externalizing, disruptive classroom actions to gain immediate teacher attention.
(C) Isolating the female students from all peer-based socialization to protect them from negative feedback.
(D) Placing them in a segregated vocational skills lab where any form of peer communication is unnecessary.

43. The principle of "Universality and Inalienability" of human rights for persons with disabilities dictates that:
(A) Rights are granted only after a person successfully passes a standardized independent living evaluation.
(B) Rights belong to everyone from birth and cannot be taken away, regardless of the severity of impairment.
(C) Rights may be suspended by legal guardians or medical teams during intensive clinical intervention programs.
(D) Rights are culturally relative and can be withheld if regional customs do not support female education.

44. The Beijing Declaration and Platform for Action (1995) made a significant historical impact by explicitly recognizing:
(A) That sign language must be mandated as the primary instructional medium for all deaf students across globe.
(B) That women with disabilities encounter systemic barriers and double discrimination in key development areas.
(C) That segregated special schools offer more successful outcomes than inclusive setups for female students.
(D) That vocational training courses for girls with special needs should be restricted to domestic skills.

45. A ten-year-old girl named Ananya has severe congenital visual impairment. Her parents, who are highly protective, refuse to let her participate in orientation and mobility training or learn to cook, wash, or use local transport, claiming that as a girl with a disability, she will never need to leave the house or live independently. She is kept inside a single room when not in school.
How should the school's special educator address this familial barrier?
(A) Provide family counseling on transition

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32. Under Section 3 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 (as amended), a child with "benchmark disability" has the right to free and compulsory education in a neighborhood school or in a home-based education setup up to what age?
(A) 14 years
(B) 16 years
(C) 18 years
(D) 21 years

33. Consider the following pedagogical strategies recommended for special educators to foster gender-fair environments in resource rooms:
I. Ensuring equal distribution of leadership opportunities in group activities for boys and girls with disabilities.
II. Using gender-neutral pronouns and avoiding grouping students by gender for classroom chores.
III. Encouraging girls with developmental delays to participate in high-spatial, STEM-related manipulative play.
IV. Restricting discussions on puberty and sexual health to boys only to protect girls' modesty.
Which of the above statements is/are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

34. When teaching menstrual hygiene and management to a girl with moderate intellectual disability, which instructional method is most effective and respectful?
(A) Presenting a standard oral lecture using highly technical scientific and anatomical terms.
(B) Asking the parent to handle the routine completely without involving the child in learning.
(C) Showing a generic instructional video to the entire co-educational classroom including boys.
(D) Using task analysis, visual schedules, and hands-on practice with models in a private setting.

35. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): Promoting self-determination and choice-making skills in girls with developmental disabilities reduces their vulnerability to exploitation and sexual abuse.
Reason (R): Individuals who are trained in compliance-oriented behaviour without self-advocacy skills are less likely to recognize, resist, or report boundary violations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. In Wolfensberger's Social Role Valorisation, what are the two main avenues for enhancing the social roles of marginalized people, including women with disabilities?
(A) Financial compensation and residential segregation.
(B) Medical rehabilitation and vocational isolation.
(C) Competency enhancement and image enhancement.
(D) Political reservation and institutional care.

37. The historical progression toward the Human Rights-Based Approach to disability was heavily influenced by which social movement of the 1970s and 1980s?
(A) The Independent Living Movement, led by disabled advocates themselves.
(B) The Deinstitutionalization Movement led by institutional medical directors.
(C) The eugenics prevention campaign.
(D) The international charity-organization movement.

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38. In many developing societies, which traditional practice is a common, direct cause of secondary disabilities or worsened health conditions specifically in female children?
(A) Enforcing equal physical play opportunities in natural outdoor settings.
(B) Deploying developmental screening checklists by local healthcare workers.
(C) Implementing matrilineal inheritance structures in rural environments.
(D) Early child marriage and FGM leading to obstetric fistula and bodily trauma.

39. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): Under a Human Rights-Based

cognitive impairments.
IV. Automatic legal guardianship laws that strip them of the right to sign employment contracts.

Which of the above statements is/are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

26. The National Policy for Persons with Disabilities (2006) specifically recognizes women with disabilities as a highly vulnerable group. Which of the following is highlighted as a priority program for them under this policy?
(A) Developing self-employment programs and interpersonal skills.
(B) Mandating free residential care in specialized state institutions.
(C) Providing complete tax exemptions and long-term state dependency.
(D) Securing automatic seats in local panchayat bodies without votes.

27. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): Girls with communication disorders (such as non-verbal autism or severe cerebral palsy) face the highest risk of undetected sexual abuse in school environments.
Reason (R): They are often unable to verbally report abuse, and teachers frequently misinterpret their behavioural indicators of trauma (such as self-injury or aggression) as a mere escalation of their disability.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. In the context of "Gender and Disability", which of the following represents a purely gendered (socially constructed) factor rather than a sex-linked (biological) factor?
(A) Increased incidence of Rett Syndrome in females due to genetic mutations on the X chromosome.
(B) Cognitive delays in girls resulting from nutritional neglect due to preference for boys.
(C) Higher rates of color blindness in males caused by genetic X-linked recessive inheritance.
(D) Elevated prevalence of hemophilia in young boys due to sex-linked chromosomal transmission.

29. How does the Rehabilitation Council of India (RCI) address gender sensitivity within its approved curriculum for special education teacher training?
(A) It includes mandatory modules on gender and inclusive human rights in training programs.
(B) It establishes strictly separate teacher training institutes for male and female educators.
(C) It bans male special education teachers from instructing young girls with developmental needs.
(D) It relegates the study of gender-related issues to optional, non-evaluated elective courses.

30. The principle of "indivisibility" of human rights in the context of special education implies that:
(A) Civil rights must be prioritized over social and cultural rights for all exceptional students.
(B) Educational services should be split into distinct, rigid systems of special and general teaching.
(C) An educational right cannot be separated from student rights to health, nutrition, and safety.
(D) All exceptional children must be evaluated using the exact same clinical battery of tests.

31. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): Under the charity model, the focus is on providing pensions, medical aid, and residential care, which positions persons with disabilities as passive objects of pity.
Reason (R): Under the human rights-based model, persons with disabilities are recognized as active subjects of rights, and the state is legally obligated to remove systemic environmental and attitudinal barriers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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planning, introduce role models, and demonstrate home adaptations.
(B) Decline to intervene, respect the parents' traditional protective views, and remove mobility goals from IEP.
(C) Report the family to local law enforcement for child neglect immediately without conducting home visits.
(D) Request the administrative staff to suspend the student until the family consents to mobility instruction.

46. In many special education classrooms, girls with ADHD or mild autism are underdiagnosed or diagnosed late compared to boys. What is the primary psychological or behavioral reason for this "gender camouflage"?
(A) Girls possess a unique biological immunity to the standard clinical features of attention deficit disorders.
(B) Teachers naturally hold lower long-term expectations of academic success and behavior for male students.
(C) Girls often internalize symptoms, mask social deficits to fit in, and show quiet, compliant behaviors.
(D) Standardized diagnostic assessment tools for autism are heavily biased toward female behavioral patterns.

47. The Committee on the Rights of Persons with Disabilities issued General Comment No. 3 (2016) specifically to address which critical issue?
(A) Universal Design for Learning (UDL) in higher education.
(B) Deinstitutionalization of children with severe intellectual disabilities.
(C) Sign language instruction for deaf students.
(D) The rights of women and girls with disabilities.

48. When selecting and administering diagnostic assessment batteries for a girl with suspected learning disabilities from an indigenous background, which practice represents a culturally and gender-fair assessment approach?
(A) Administering standard standardized cognitive tests without any linguistic, cultural or environmental adaptations.
(B) Relying strictly on informal, highly subjective academic progress reports prepared by tribal elders or community leaders.
(C) Using ecological and dynamic assessments that account for her cultural socialization and native language barriers.
(D) Conducting diagnostic evaluations strictly in competitive, highly timed group settings to facilitate peer comparisons.

49. Consider the following elements required to establish a fully functional Human Rights System for persons with disabilities:
I. A comprehensive legal framework (such as the RPWD Act 2016).
II. Independent monitoring institutions (such as national and state commissioners).
III. Sustained public awareness campaigns to eliminate attitudinal barriers.
IV. A vibrant civil society consisting of disabled people's organizations (DPOs).
Which of the above statements is/are correct?
(A) I and II only
(B) II and IV only
(C) I, II and III only
(D) I, II, III and IV

50. What is the core conceptual distinction between "normalization" (as defined by Nirje and Wolfensberger) and physical "integration" of students with disabilities?
(A) Normalization demands clinical medical therapies to make students look typical, while integration requires basic school placement.
(B) Normalization is an administrative framework used only for adults, while integration is a pedagogical concept applied to children.
(C) Normalization is a clinical diagnostic term defined by doctors, while integration is a legislative concept created by courts.
(D) Normalization focuses on offering culturally valued conditions of life, while integration is physical mixing in regular settings.

51. What is a direct consequence of denying sexual and reproductive health (SRH) education to girls with intellectual disabilities in special education settings?
(A) Increased vulnerability to exploitation, inability to recognize abuse, and lack of awareness of autonomy.
(B) A measurable increase in their long-term academic focus, fine motor coordination, and classroom performance.
(C) A significant reduction in documented cases of verbal and physical gender-based violence in school settings.

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CHAPTER 18
Gender and Disability

1. Which international instrument explicitly marked a shift in the conceptualization of disability from a charity/medical model to a human rights-based model?
(A) Universal Declaration of Human Rights (UDHR) 1948
(B) UN Convention on the Rights of Persons with Disabilities (UNCRPD) 2006
(C) World Declaration on Education for All 1990
(D) Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993

2. Under the WHO ICF framework, how is 'impairment' distinguished from 'disability'?
(A) Impairment is a societal or environmental barrier, while disability is a physical loss that prevents any employment.
(B) Impairment is a temporary clinical state, whereas disability is a permanent condition requiring medical care.
(C) Impairment is a subjective personal experience, whereas disability is an objective diagnosis certified by a doctor.
(D) Impairment is a loss of body structure or function, while disability is a limitation in performing daily activities.

3. Directions: In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option:
Assertion (A): The Human Rights-Based Approach (HRBA) to disability views persons with disabilities as active subjects of rights who must be involved in all development planning affecting their lives.
Reason (R): Participation and inclusion are core principles of HRBA, asserting that rights-holders must be active participants in all decisions affecting their lives rather than passive recipients of charity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following specific provisions is explicitly guaranteed for women with disabilities under Section 4 of the Rights of Persons with Disabilities (RPWD) Act, 2016?
(A) Free healthcare services specifically for reproductive health and family planning in rural and urban areas.
(B) Double the reservation percentage in government employment compared to men with disabilities.
(C) Measures to ensure that women and children with disabilities enjoy their rights equally with others.
(D) Compulsory residential schooling up to higher secondary level.

5. Consider the following principles regarding the Human Rights-Based Approach (HRBA) to disability:
I. Universality and Inalienability of human rights.
II. Absolute economic self-sufficiency before rights are claimed.
III. Accountability and the Rule of Law.
Which of the above statements is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

6. Wolf Wolfensberger's concept of Social Role Valorisation (SRV) suggests that the primary way to upgrade the social status of individuals with disabilities, particularly women with disabilities who face double jeopardy, is by:
(A) Creating specialized, segregated communities to prevent societal stigma.
(B) Ensuring government welfare pensions are matched to average industrial wages.
(C) Mandating their inclusion in all political bodies through a quota system.
(D) Enabling them to acquire and maintain socially valued roles.

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(B) Initiate formal legal proceedings against the school administration without trying any internal mediation.
(C) Recommend that her parents purchase an expensive motorized wheelchair to allow her to move around faster.
(D) Collaborate with the gym teacher to modify games, allowing her to actively participate with her peers.

58. An adolescent girl has a visual impairment (moderate low vision). However, because her family refuses to buy her corrective spectacles, she is unable to read her textbooks and drops out of school.
In this scenario, the biological visual condition is the _____, while the inability to access education due to gender discrimination and lack of support is the _____.
(A) impairment; disability
(B) disability; impairment
(C) handicap; impairment
(D) structural defect; functional deficit

59. Which of the following is NOT one of the general principles of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) under Article 3?
(A) Promotion of personal dignity and individual autonomy.
(B) Universal basic income for families of disabled individuals.
(C) Eradication of all systematic social discrimination.
(D) Full equality between women and men in all domains.

60. Which maternal health factor, heavily influenced by gender discrimination in health and nutrition, is a primary cause of microcephaly, developmental delays, and low birth weight in infants?
(A) Lack of maternal exposure to high-technology workplace environments during pregnancy.
(B) Maternal malnutrition, severe anemia, and lack of prenatal care during pregnancy.
(C) High maternal educational attainment in urban areas.
(D) Maternal participation in physical fitness and yoga exercises.

61. Consider the following components required to build a robust Human Rights System addressing the double marginalization of women with disabilities:
I. Statutory human rights commissions and specialized disability commissioners.
II. Independent, accessible judicial and quasi-judicial complaint mechanisms.
III. National data collection systems that disaggregate disability statistics by gender and age.
IV. Non-governmental organizations (NGOs) that specifically advocate for the rights of women with disabilities.
V. Media-driven public awareness campaigns that portray women with disabilities in non-stereotypical roles.
Which of the above statements is/are correct?
(A) I, II and III only
(B) I, III, IV and V only
(C) II, III, IV and V only
(D) I, II, III, IV and V

62. When scheduling Individualized Education Programme (IEP) meetings for a girl with autism, the school notices that only the father attends, and he repeatedly dismisses the input of the mother and the female student herself.
What strategy should the multi-disciplinary IEP team use to promote inclusive familial participation?
(A) Exclude the mother from all future educational planning sessions to prevent any arguments or family disharmony.
(B) Cancel all scheduled collaborative planning meetings and create the academic program without family input.
(C) Hold separate sessions with the mother and student to record their goals, and structure the meeting to hear everyone.
(D) Defer completely to the father's specific goals because he remains the primary financial provider for the household.

63. In the private and familial domain, women and girls with disabilities are frequently subjected to "social death". What does this term signify in sociological and disability studies?
(A) Complete clinical biological death due to severe, untreated physiological and neurological impairments.
(B) The standard legal process of declaring an individual medically unfit to inherit any family property.
(C) The mandatory transition of a student from an inclusive classroom to a segregated special institution.
(D) Systemic household isolation, being hidden

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from participating in municipal voting processes.
(B) Providing tactile pathways, Braille features on voting machines, and accessible booths.
(C) Permitting spouses or legal guardians to cast ballots on their behalf during local elections.
(D) Organizing separate voting days and polling sites reserved for registered disabled citizens.

77. According to global statistics published by the United Nations, the estimated literacy rate for women with disabilities worldwide is:
(A) Approximately 1%
(B) Approximately 15%
(C) Approximately 45%
(D) Approximately 75%

78. According to Wolfensberger, what is the ultimate goal of Social Role Valorisation?
(A) Training individuals with special needs to mimic typical behaviors in social contexts.
(B) Establishing segregated, specialized communities that isolate unique disability cultures.
(C) Supporting and defending socially valued life roles for people at risk of devaluation.
(D) Directing state welfare funding to clinical clinics for physical correction procedures.

79. Which of the following is NOT a recognized element of a Human Rights-Based Approach (HRBA) to disability?
(A) Identifying rights-holders and their claims, and duty-bearers and their obligations.
(B) Promoting participation, equality, non-discrimination, and accountability.
(C) Strengthening the capacity of duty-bearers to meet their legal obligations.
(D) Focusing on biological deficit correction as a prerequisite for social inclusion.

80. What is the primary psychological effect of long-term institutionalization in segregated shelters on women with intellectual disabilities?
(A) The rapid development of advanced cognitive and competitive vocational skills.
(B) Spontaneous clinical resolution of emotional and behavioral difficulties.
(C) Learned helplessness, loss of individuality, and erosion of self-esteem.
(D) An increased capacity for independent community living and transition.

81. Article 24 of the UNCRPD mandates that State Parties must ensure an inclusive education system at all levels. To ensure girls with disabilities are not excluded, what must State Parties explicitly do?
(A) Establish specialized, separate girls-only academic institutions and special schools.
(B) Provide gender-sensitive accommodations, accessible materials, and trained teachers.
(C) Exempt all female students with special needs from standard state-level examinations.
(D) Rely entirely on non-formal, home-based distance learning models for female pupils.

82. Identify the correct pair matching a theorist/law with its key conceptual application in gender and disability:
(A) Wolf Wolfensberger — Medical model of absolute biological deficit.
(B) RTE Act 2009 — Mandatory special school placements for girls with physical disabilities.
(C) Bengt Nirje — Institutionalization and isolation of individuals with intellectual disabilities.
(D) RPWD Act 2016 — Section 4: Focuses on the rights of women and children with disabilities.

83. Identify the incorrect pair among the following:
(A) Disability — Biological pathology unmodified by social context.
(B) Sex — Inherent biological and physiological characteristics.
(C) Gender — Socially constructed roles, expectations, and behaviors.
(D) Impairment — Structural or physiological deviation in body function.

84. A special educator working in an outreach community center discovers that a young girl with Down syndrome is kept tied to a wooden post inside her house while her parents go out to work in the agricultural fields. What is the most appropriate and sustainable response from the teacher?
(A) Report the household directly to local police authorities for immediate legal arrest and criminal prosecution.
(B) Purchase a GPS electronic tracking band and deliver it to the household members to monitor her movements.
(C) Work with local groups and the family to set up day-care, enroll her in school, and train them in behavioral care.

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ignoring their individual disability-related accommodations.
(B) Allowing strictly children with physical impairments to seek enrollment in general education classrooms.
(C) Evaluating special educators using the exact same standards and criteria applied to gym instructors.
(D) Failure to provide "reasonable accommodation" for a child's needs constitutes a form of discrimination.

71. To protect girls with developmental disabilities from sexual abuse within the community, which of the following is the most comprehensive preventative measure a school-community partnership can implement?
(A) Restricting student movements strictly to home and school settings under continuous adult supervision.
(B) Regular training for parents, staff, and students on protective behaviors, safe touch, and abuse reporting.
(C) Instructing girls to remain silent about boundaries to prevent bringing social stigma to their families.
(D) Equipping the female students with physical self-defense tools that they are required to carry to class.

72. How does the Protection of Children from Sexual Offences (POCSO) Act, 2012 address the vulnerability of children with disabilities?
(A) It applies exclusively to typical children, leaving cases of disabled youth to be handled by the RPWD Act.
(B) It mandates that children with special needs testify directly in front of a full, open courtroom panel.
(C) It classifies offenses against disabled children as aggravated assault, carrying much more severe penalties.
(D) It legally requires the young victim to prove in court that they actively resisted the physical assault.

73. Deepika, a nineteen-year-old girl with mild intellectual disability, wants to join a vocational training class in mobile phone repairing. The director of the vocational center refuses her entry, stating, "This field is not suitable for a girl, especially one with a slow brain. She should join our masala-making and packaging unit, which is much safer and easier for her."
What is the most appropriate action for Deepika's special education transition coach to take?
(A) Agree with the center director's assessment and counsel the student to accept the masala-making track to prevent academic stress.
(B) Advise the student to withdraw entirely from vocational training programs and remain at home assisting her mother with housework.
(C) File an immediate formal criminal complaint against the center administrator without attempting to demonstrate her practical skills.
(D) Challenge the decision by conducting a task analysis to show her capability and advocate for vocational choice under the RPWD Act.

74. In the context of international human rights and development, what three overlapping systems of oppression create "triple jeopardy" for certain marginalized individuals?
(A) Being a woman, living in poverty, and having a disability.
(B) Visual impairment, hearing impairment, and physical impairment.
(C) Biological sex, genetic predispositions, and chronic illnesses.
(D) Lack of education, lack of transportation, and lack of technology.

75. A special education teacher is modifying a science textbook chapter on human reproduction for a high school girl with a moderate cognitive impairment. Which modification is most aligned with her rights and dignity?
(A) Omitting the reproduction unit completely from her curriculum due to her measured level of cognitive delay.
(B) Teaching simplified biological concepts combined with practical lessons on safety, boundaries, and consent.
(C) Requiring her to memorize complex anatomical terminology to pass the standard written science examination.
(D) Directing her to read the textbook material independently at home with parental supervision or guidance.

76. Which of the following is an essential accommodation that the state must provide under the RPWD Act, 2016 to ensure the political participation of women and men with visual impairments?
(A) Granting complete administrative exemption

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sports day and giving her extra academic assignments.

92. In the framework of Social Role Valorisation, what is a common societal consequence of a "devalued status" for women with disabilities?
(A) Achieving immediate promotion to major educational and political leadership roles.
(B) Being perceived as a burden, socially excluded, and systematically deprived of choices.
(C) Securing permanent exemptions from standard laws and obtaining total personal autonomy.
(D) Choosing voluntarily to isolate oneself in high-resource, private residential complexes.

93. Which slogan, popularized by the disability rights movement worldwide, embodies the core participation principle of the Human Rights-Based Approach?
(A) "Nothing About Us Without Us"
(B) "Pity us, help us"
(C) "Separate but Equal"
(D) "Cure first, inclusion later"

94. When designing a classroom layout for an inclusive primary class that includes girls with physical and visual disabilities, which of the following must a special educator prioritize to ensure a safe, gender-sensitive, and dignified environment?
(A) Setting up a secluded corner partition where female students can sit without being seen by male peers.
(B) Keeping all learning spaces completely dark to eliminate glare for students diagnosed with low vision.
(C) Ensuring wide pathways, tactile borders, stable adaptive furniture, and an accessible, private washroom.
(D) Arranging student desks in rigid, single-file rows that restrict any classroom movement or social play.

95. Under UNCRPD General Comment No. 4, which of the following is highlighted as a core feature of the right to inclusive education?
(A) A transition model where students remain in special centers until they are deemed fully ready for general schools.
(B) Standardizing all academic evaluations and exams so that no special adaptations or accommodations are allowed.
(C) Restricting mainstream enrollment options strictly to students diagnosed with mild cognitive challenges only.
(D) A holistic approach addressing diverse learning needs with support, access, and challenging gender stereotypes.

96. In the transition planning process for a 16-year-old girl with autism, which domain must be prioritized to ensure her future autonomy and protection from exploitation?
(A) Rote memorization of complex classical literature passages and theoretical academic texts.
(B) Training her to passively comply with all directions given by parent or authority figures.
(C) Life-skills training in money management, safe transit, boundary recognition, and consent.
(D) Preparing the individual for long-term residential placement in a segregated institution.

97. Under the RPWD Act, 2016, which high-level advisory body is established at the central level to coordinate, review, and recommend policy measures for persons with disabilities?
(A) National Rehabilitation Council
(B) Central Advisory Board on Disability
(C) National Trust Governing Body
(D) Rehabilitation Advisory Board

98. The normalization principle was first developed and applied in the field of disability services in which region of the world?
(A) East Asia
(B) North America
(C) South Asia
(D) Scandinavia

99. When teachers hold low academic expectations for girls with disabilities because of their gender and impairment, what is the direct developmental consequence on the student?
(A) The student experiences a "self-fulfilling prophecy" of reduced effort and academic disengagement.
(B) The student spontaneously develops high levels of academic resilience and personal learning drive.
(C) The student's underlying biological and physical impairment is naturally resolved as they grow older.

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(D) Decline to intervene since modifying traditional child-rearing practices falls outside the special educator's role.

85. In the context of inclusive education, how is "vulnerability" understood for a female student with a developmental disability?
(A) A state of susceptibility to harm due to the interaction of impairment and societal barriers.
(B) A fixed, unchangeable, and innate psychological trait of personal vulnerability and weakness.
(C) A severe biological medical condition that can only be resolved through long-term therapy.
(D) A specific administrative classification that disqualifies her from mainstream classrooms.

86. The National Education Policy (NEP) 2020 explicitly highlights that "Gender Inclusion Fund" resources will be used to target which of the following for female and transgender students?
(A) Funding separate bus routes and residential dormitories located strictly on segregated campuses.
(B) Distributing direct cash prizes exclusively to students who score highly on state-level exams.
(C) Recruiting male special educators exclusively to handle classrooms with severe behavior crises.
(D) Providing quality education, safe school environments, and clean sanitation including menstrual hygiene.

87. In India, demographic data and educational surveys consistently show that:
(A) Girls with special needs display much higher general school enrollment percentages than boys with special needs.
(B) Girls with disabilities have lower enrollment and higher dropout rates than boys due to double discrimination.
(C) Male and female students with special needs show identical school enrollment, persistence, and retention rates.
(D) Nearly one hundred percent of young female students with cognitive challenges pursue advanced university degrees.

88. Which of the following postnatal factors, heavily linked to gender discrimination in rural households, directly contributes to secondary developmental disabilities in female infants?
(A) Having excessively long daytime and nighttime sleep patterns during the first six months of infancy.
(B) Providing female infants with advanced, early childhood sensory and cognitive development play toys.
(C) Untreated chronic middle-ear infections leading to hearing loss because care is prioritized for boys.
(D) Enforcing standard recommended vaccination programs against common childhood illnesses like measles.

89. To help a high school girl with a physical disability develop a positive identity and combat the stereotype of "disability as a tragedy," which teacher-led activity is most appropriate?
(A) Encouraging her to author personal essays highlighting daily struggles to obtain sympathy and pity from peers.
(B) Carefully avoiding any discussions regarding exceptionalities to help the student forget about her diagnosis.
(C) Directing her to remain seated quietly during school assemblies to prevent receiving negative peer attention.
(D) Engaging her in self-advocacy projects, studying disability history, and analyzing media roles of strong women.

90. Under Section 23 of the RPWD Act, 2016, who is appointed by every government establishment to receive and resolve grievances of persons with disabilities?
(A) Grievance Redressal Officer
(B) State Commissioner for Persons with Disabilities
(C) Chief Executive Officer
(D) Legal Counsel

91. During inclusive play sessions, how can a physical education teacher ensure that a girl with moderate visual impairment is safely and actively included in physical games?
(A) Placing the student on the gym sidelines to serve as a passive scorekeeper or referee.
(B) Using auditory balls with bells, contrasted markings, tactile lines, and guiding peers.
(C) Requiring her to run at full speed during competitive races without using modifications.
(D) Exempting her from participating on

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their psychological resilience. These approaches foster a sense of competence, helping students overcome the psychological vulnerabilities associated with systemic marginalization.

17. (B) Report immediately to child protection authorities under the POCSO Act and document all observations objectively.
When a special educator suspects the abuse of a child with disabilities, they must follow established legal protocols immediately. Reporting to child protection authorities under the Protection of Children from Sexual Offences Act is mandatory and ethically necessary. Documenting observations objectively ensures a factual basis for intervention. This action prioritizes the safety and well-being of the student while adhering to law.

18. (D) Disaggregating all data by both sex and disability type to identify unique barriers faced by girls with disabilities.
Gender and disability analysis involves examining how policies impact different groups within the disabled population. Disaggregating data by both sex and disability type is a vital technique for identifying specific barriers faced by girls. This evidence-based approach allows for the creation of targeted interventions and more equitable educational policies. It ensures that the unique needs of marginalized subgroups are recognized.

19. (A) Both A and R are true and R is the correct explanation of A
Civil society organizations and self-advocacy groups play a vital role in ensuring that legal rights are realized in practice. The Rights of Persons with Disabilities Act, 2016, requires active monitoring and community pressure to be effectively implemented. Public awareness campaigns and accountability mechanisms are necessary to transform legislative promises into meaningful social change. Such groups empower individuals to demand their rights.

20. (C) Requiring structural changes, reasonable accommodation, and targeted positive measures to remove systemic barriers.
Inclusive equality represents a comprehensive approach that moves beyond mere formal treatment. It mandates structural changes and reasonable accommodations to address the systemic barriers faced by marginalized groups. By requiring targeted positive measures, this concept ensures that individuals with disabilities can participate fully in all aspects of life. It acknowledges that achieving true equality requires active intervention rather than just passive non-discrimination.

21. (A) I and II only
The enforceability of rights for children with disabilities in India is supported by several legal provisions. The Right to Education Act, 2009, guarantees free and compulsory schooling for this population. Additionally, specialized commissioners serve as administrative authorities to address grievances and ensure legal compliance. These formal mechanisms provide a structured framework for protecting rights, unlike voluntary recommendations which lack binding authority.

22. (D) Gender Inclusion Fund
The National Education Policy 2020 introduces the Gender Inclusion Fund as a strategic mechanism to support marginalized groups. This fund is specifically designed to provide equitable educational opportunities for female and transgender children, including those with special needs. By dedicating resources to these populations, the policy aims to overcome systemic barriers and ensure that all children can access quality learning environments.

23. (A) Both A and R are true and R is the correct explanation of A
Cultural norms often portray women with disabilities as economic and social liabilities, leading to disproportionate rates of abandonment or institutionalization. Families may reject them due to perceived inability to fulfill traditional domestic or marital roles. This vulnerability is deeply rooted in patriarchal views that undervalue the potential of disabled women. Understanding these societal pressures is crucial for developing supportive community-based interventions.

24. (C) Assigning a female peer or instructor to conduct initial orientation sessions in a safe, quiet environment.
Designing mobility programs in conservative settings requires a sensitive approach that respects local customs while ensuring skill development. Assigning a female instructor or peer for initial training sessions creates a safe and culturally appropriate environment for the

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(D) The parents choose to withdraw the student immediately and enroll her in private home-based tutoring.

100. Which of the following represents a successful model of community-based vocational rehabilitation for women with developmental disabilities?

(A) Keeping individuals in home isolation while selling their craft products online without their active involvement.

(B) Sending them to residential welfare centers where they perform basic, unpaid domestic chores under supervision.

(C) Inclusive cooperatives or supported employment where they work with peers, earn fair wages, and manage money.

(D) Providing them with a standard monthly government pension on the condition that they do not seek any active jobs.

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ANSWERS

1. (B) UN Convention on the Rights of Persons with Disabilities (UNCRPD) 2006
The United Nations Convention on the Rights of Persons with Disabilities represents a fundamental paradigm shift in international law. It moves away from viewing individuals as objects of charity or medical treatment. Instead, it recognizes them as subjects with rights, emphasizing autonomy, non-discrimination, and full participation in society through legal frameworks that mandate the removal of various environmental barriers.

2. (D) Impairment is a loss of body structure or function, while disability is a limitation in performing daily activities.
Under the International Classification of Functioning, Disability and Health, a clear distinction exists between biological and functional aspects. Structural or physiological loss in a body part constitutes an impairment. Conversely, disability reflects the resulting difficulty an individual faces when performing daily activities or participating in society. This framework emphasizes the dynamic interaction between health conditions and contextual factors.

3. (A) Both A and R are true and R is the correct explanation of A
The Human Rights-Based Approach transforms individuals from passive recipients of aid into active rights-holders. This perspective mandates their inclusion in developmental processes and decision-making that impact their well-being. Participation serves as a foundational principle, ensuring that those affected by policies have a voice. This approach reinforces accountability for duty-bearers while promoting dignity, agency, and empowerment for marginalized groups.

4. (C) Measures to ensure that women and children with disabilities enjoy their rights equally with others.
The Rights of Persons with Disabilities Act, 2016, incorporates specific provisions to address the unique challenges faced by vulnerable groups. Section 4 explicitly mandates that the government and local authorities take necessary measures to ensure women and children with disabilities enjoy their rights equally with others. This inclusion acknowledges the double marginalization faced by these individuals within society.

5. (B) I and III only
Core principles of the Human Rights-Based Approach include the universality and inalienability of rights for every human being. Accountability and the rule of law ensure that governments fulfill their legal obligations toward citizens. Unlike older models, rights are not contingent upon economic status or self-sufficiency. Instead, they are inherent and must be protected by state mechanisms and monitoring.

6. (D) Enabling them to acquire and maintain socially valued roles.
Social Role Valorisation focuses on improving the social standing of marginalized individuals by enabling them to hold roles that society perceives as valuable. For women with disabilities facing multiple layers of discrimination, obtaining such roles is crucial for status enhancement. This approach moves beyond simple welfare by fostering genuine community inclusion and challenging the negative stereotypes associated with diverse impairments.

7. (B) Both A and R are true but R is not the correct explanation of A
Cultural expectations often define how individuals experience their impairments, particularly in rural settings. While biological sex refers to physiological characteristics, gender encompasses the social roles and behaviors a society deems appropriate. Although these concepts are distinct, they interact significantly. Socially constructed gender expectations can exacerbate the functional limitations and social barriers faced by girls who have various intellectual disabilities.

8. (C) Gender-based household discrimination in nutritional distribution and healthcare access.
In resource-limited environments, deep-seated social biases often lead to unequal distribution of household resources. Female children may

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face significant neglect regarding nutrition and medical attention compared to male siblings. This gender-based discrimination directly contributes to higher rates of preventable developmental conditions. Addressing these socio-cultural factors is essential for improving health outcomes and ensuring equitable development for all children.

9. (D) Collaborate with the teacher on alternative response modes and raise awareness of double marginalization.
Effective inclusive education requires addressing both physical and attitudinal barriers within the classroom environment. When a student is marginalized due to communication difficulties, the special educator must advocate for alternative response methods. Raising awareness among staff about the double marginalization of girls with disabilities is critical. Such interventions ensure that all students have equitable opportunities to participate in learning.

10. (A) The combined, compounding disadvantage of being both female and a person with a disability.
Intersectionality provides a framework for understanding how various social identities overlap to create unique modes of discrimination. In special education, this concept highlights the compounding disadvantages experienced by individuals who belong to multiple marginalized groups. For example, being female and having a disability creates distinct barriers that differ from those faced by disabled men or non-disabled women in society.

11. (B) Both A and R are true but R is not the correct explanation of A
International and domestic laws increasingly protect the reproductive rights of individuals with disabilities. The Rights of Persons with Disabilities Act, 2016, specifically prohibits permanent sterilization without informed consent. Despite these legal protections, women with intellectual disabilities frequently face non-consensual procedures due to societal misconceptions. This highlights the gap between legislative frameworks and the actual lived experiences of marginalized women.

12. (B) Article 6
Article 6 of the United Nations Convention on the Rights of Persons with Disabilities specifically recognizes that women and girls are subject to multiple forms of discrimination. It requires state parties to take measures ensuring the full development and empowerment of women. This article ensures that gender-specific challenges are addressed within the broader context of disability rights and international law.

13. (A) I and II only
Girls with disabilities in rural areas face specific structural and social obstacles that impede their education. The absence of accessible, private sanitation facilities creates a significant barrier to attendance and dignity. Additionally, legitimate parental concerns regarding safety and the risk of sexual abuse during travel often lead to exclusion. These factors combined significantly limit educational access and participation.

14. (C) Using storybooks and learning aids that depict girls with disabilities in active, leadership, and professional roles.
Challenging entrenched stereotypes in primary education requires the use of inclusive and diverse representation in teaching materials. Depicting girls with disabilities in leadership, professional, and active roles helps normalize their presence in various societal sectors. This practice counters traditional biases and fosters higher aspirations among students. Creating a gender-fair environment is essential for building confidence and promoting genuine social inclusion.

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15. (C) A is true but R is false
The principle of normalization emphasizes that individuals with intellectual disabilities should have access to life patterns and conditions similar to those of the general population. This involves respecting their rights to autonomy, choice, and social participation. It does not advocate for medical cures to fit traditional roles but rather for societal adjustments that accommodate diverse needs and foster human dignity.

16. (C) Teaching self-advocacy skills, arranging peer mentoring, and rewarding independent classroom decision-making.
To combat learned helplessness and negative self-concept, instructional strategies must prioritize student agency and empowerment. Teaching self-advocacy skills allows girls with disabilities to voice their needs and make informed choices. Rewarding independent decision-making and providing peer mentoring further strengthen

from guests, and denied participation in family celebrations.

64. The Criminal Law (Amendment) Act, 2013, introduced specific amendments to the Indian Penal Code (IPC) to protect women with disabilities from sexual violence. Which of the following is a key provision under this amendment?
(A) It completely exempts all victims with cognitive or physical impairments from testifying in any court of law.
(B) It imposes immediate, mandatory life imprisonment for non-consensual physical contact without a regular trial.
(C) It mandates that statements of assaulted women with disabilities must be videotaped in the presence of an interpreter.
(D) It completely bars male attorneys from representing defendants in criminal cases involving disabled victims.

65. While Wolfensberger focused on Social Role Valorisation, Bengt Nirje's formulation of the normalization principle emphasized:
(A) Forcing students to conform to typical behaviors using strict behavioral aversion therapies.
(B) The right to a life with normal weekly and yearly rhythms, choices, and self-determination.
(C) Distributing monthly cash grants to families to keep disabled children inside the home.
(D) Removing assistive technology devices from classrooms so that all students look typical.

66. In visually impaired children, boys are often encouraged to explore the outdoor environment independently, while girls are kept indoors due to safety concerns. This difference in socialization directly results in:
(A) Girls rapidly developing superior, innate auditory echolocation abilities in indoor environments.
(B) Male students completely losing their interest in reading and writing tasks due to outdoor play.
(C) A natural biological drop in girls' basic auditory processing and speech discrimination skills.
(D) Girls having deficits in spatial mapping, lower mobility confidence, and higher dependency on others.

67. Which model of disability aligns perfectly with the Human Rights-Based Approach, shifting the "problem" away from the individual's body to the societal barriers and lack of accommodation?
(A) Social Model
(B) Religious Model
(C) Medical Model
(D) Charity Model

68. The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 provides for which critical legal protective mechanism for individuals with severe disabilities, particularly vulnerable women?
(A) Mandate compulsory educational reservations in advanced scientific and medical training programs.
(B) Distributing free motorized adaptive wheelchairs to all registered female students with physical needs.
(C) Appointing legal guardians and local committees to protect their personal property and human rights.
(D) Offering fully funded, prestigious international vocational training fellowships to eligible applicants.

69. Consider the following barriers that prevent women and girls with physical and intellectual disabilities from accessing adequate sexual and reproductive healthcare:
I. Physical inaccessibility of gynecological examination tables and clinical equipment.
II. Deep-seated medical biases that assume women with disabilities are completely asexual.
III. Lack of accessible information in Braille, easy-read formats, or sign language regarding reproductive health.
IV. Negative and hostile attitudes of healthcare providers who question their right to motherhood.
V. Absolute legal prohibition on pregnancy for women with any form of disability.
Which of the above statements is/are correct?
(A) I, II and III only
(B) I, II, III and IV only
(C) II, III, IV and V only
(D) I, II, III, IV and V

70. In a rights-based approach to special education, "non-discrimination" means that:
(A) Treating all students exactly the same while

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student. This method encourages participation by addressing familial concerns and providing comfort. Such adaptations facilitate effective learning while maintaining respect for the student's background.

25. (D) I, II, III and IV
Multiple factors limit vocational and employment opportunities for young women with intellectual disabilities. These include stereotypical training choices, lack of accessible transportation, and the absence of specific workplace safety policies. Furthermore, restrictive legal guardianship laws often strip individuals of their right to enter contracts. Addressing these interconnected barriers is essential for promoting economic independence and social inclusion for this vulnerable group.

26. (A) Developing self-employment programs and interpersonal skills.
The National Policy for Persons with Disabilities, 2006, acknowledges the extreme vulnerability of women within this population. It prioritizes programs that foster economic independence, such as self-employment initiatives and the development of interpersonal skills. By focusing on empowerment and practical abilities, the policy aims to reduce dependency and enhance the social status of women with disabilities in various community settings.

27. (A) Both A and R are true and R is the correct explanation of A
Girls with communication disorders face significant risks because they may be unable to report abuse verbally. Furthermore, their behavioral indicators of trauma, such as aggression or self-injury, are often misinterpreted by caregivers as symptoms of their disability. This lack of recognition prevents timely intervention and support. Educating staff to identify these subtle signs is vital for ensuring the safety of students.

28. (B) Cognitive delays in girls resulting from nutritional neglect due to preference for boys.
Gender factors are socially constructed and reflect the influence of societal values rather than innate biology. For instance, when a girl experiences cognitive delays due to nutritional neglect stemming from a family preference for boys, the cause is purely gendered. This contrasts with sex-linked conditions that are biologically determined through genetics. Recognizing these social determinants is essential for addressing inequity in healthcare.

29. (A) It includes mandatory modules on gender and inclusive human rights in training programs.
The Rehabilitation Council of India ensures that teacher training programs incorporate gender sensitivity as a core component. By including mandatory modules on gender and human rights, the curriculum prepares educators to address the specific needs of diverse students. This professional training helps teachers recognize and dismantle biases within the classroom. Such initiatives are crucial for fostering truly inclusive and equitable environments.

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30. (C) An educational right cannot be separated from student rights to health, nutrition, and safety.
The principle of indivisibility asserts that all human rights are interconnected and equally important. In special education, this means that the right to learn cannot be separated from rights to health, safety, and nutrition. Fulfilling one right often depends on the fulfillment of others. This holistic perspective ensures that the multifaceted needs of exceptional students are addressed within a comprehensive framework.

31. (B) Both A and R are true but R is not the correct explanation of A
The charity model and the human rights-based model offer contrasting perspectives on disability. While the charity model views individuals as passive objects of pity, the rights-based approach recognizes them as active subjects. These frameworks differ in their fundamental goals and the legal obligations they place on the state. Both models coexist in various systems, reflecting evolving societal attitudes toward inclusion and autonomy.

32. (C) 18 years
Under the amended Right to Education Act, children with benchmark disabilities are granted extended rights to free and compulsory education. This provision applies up to the age of eighteen, which is longer than the standard fourteen years for other children. This extended duration acknowledges the additional support and time some students may require to complete their schooling successfully within inclusive or home-based setups.

82. (D) RPWD Act 2016 — Section 4: Focuses on the rights of women and children with disabilities.
Different laws and theories provide the framework for understanding disability and gender. The Rights of Persons with Disabilities Act, 2016, is a key piece of legislation, with Section 4 specifically focusing on the rights of women and children. This highlights the legal recognition of their unique vulnerabilities. Matching these concepts correctly is essential for understanding the progression of disability rights.

83. (A) Disability — Biological pathology unmodified by social context.
Disability is increasingly understood as a social construct rather than just a biological pathology. While sex refers to biological traits and impairment to structural deviations, disability arises from the interaction between an individual and an unaccommodating society. Therefore, viewing disability as an unmodified biological fact is incorrect, as it ignores the significant role that environmental and social factors play in participation.

84. (C) Work with local groups and the family to set up day-care, enroll her in school, and train them in behavioral care.
Addressing cases of neglect or restraint requires a sustainable, community-based approach. Special educators should work with families to provide better care options, such as enrolling the child in school or day-care. Training family members in behavioral management helps them cope with challenges without resorting to harmful practices. This supportive intervention addresses the underlying issues while promoting the child's rights and inclusion.

85. (A) A state of susceptibility to harm due to the interaction of impairment and societal barriers.
Vulnerability in an inclusive education context is not an innate trait but a state resulting from the interaction between an impairment and societal barriers. For a female student, this may involve facing both disability-related and gender-based obstacles. Recognizing this dynamic nature of vulnerability allows educators to design better support systems that address the specific social and environmental factors hindering a student.

86. (D) Providing quality education, safe school environments, and clean sanitation including menstrual hygiene.
The National Education Policy 2020 specifies that the Gender Inclusion Fund will be used to provide quality education and safe environments for female and transgender students. This includes ensuring access to clean sanitation and menstrual hygiene facilities. By targeting these essential needs, the policy aims to remove barriers that frequently lead to dropout or exclusion for marginalized students.

87. (B) Girls with disabilities have lower enrollment and higher dropout rates than boys due to double discrimination.
Data consistently shows that girls with disabilities face a "double discrimination" that results in lower school enrollment and higher dropout rates compared to boys. This is due to the combination of gender-based biases and the challenges posed by their impairments. Addressing these overlapping barriers is essential for ensuring that female students have the same educational opportunities as their male counterparts.

88. (C) Untreated chronic middle-ear infections leading to hearing loss because care is prioritized for boys.
Postnatal factors such as untreated chronic infections can lead to secondary disabilities in infants. In some households, medical care is prioritized for boys, meaning girls may not receive timely treatment for common illnesses like ear infections. This neglect can result in permanent hearing loss. Ensuring equitable access to healthcare is vital for preventing these secondary conditions and supporting the healthy development.

89. (D) Engaging her in self-advocacy projects, studying disability history, and analyzing media roles of strong women.
To foster a positive identity, teachers should engage students in projects that highlight the history and achievements of people with disabilities. Studying the roles of strong women and practicing self-advocacy helps combat negative stereotypes. These activities empower students to view themselves as capable individuals with rights, rather than as victims of tragedy, thereby building their confidence and resilience.

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in schools. These include isolation in segregated settings, communication barriers, and a lack of staff training in trauma recognition. Additionally, physical dependence on others for personal care creates opportunities for exploitation. A comprehensive approach to safety must address all these systemic and individual factors to protect students effectively.

42. (A) Setting up peer-mediated socialization groups with supportive neurotypical peers to foster interactions.
Social skills interventions for girls with autism should focus on fostering meaningful interactions in supportive environments. Peer-mediated socialization groups using neurotypical peers can help bridge social gaps and provide positive models for interaction. This inclusive approach avoids isolation and addresses the tendency of girls to be socially overlooked. By creating structured opportunities for engagement, educators can help students develop confidence and social competence.

43. (B) Rights belong to everyone from birth and cannot be taken away, regardless of the severity of impairment.
The principle of universality and inalienability ensures that human rights belong to every person by virtue of their humanity. These rights cannot be surrendered or taken away based on the severity of an impairment. They are inherent from birth and apply regardless of cultural context or medical status. This foundational concept protects all individuals with disabilities from being denied their fundamental rights.

44. (B) That women with disabilities encounter systemic barriers and double discrimination in key development areas.
The Beijing Declaration and Platform for Action was a landmark document that specifically addressed the situation of women with disabilities. It recognized that these individuals face double discrimination and significant barriers across various development sectors. By bringing international attention to these unique challenges, the declaration helped pave the way for more inclusive policies and targeted support for women and girls globally.

45. (A) Provide family counseling on transition planning, introduce role models, and demonstrate home adaptations.
Addressing familial barriers requires a collaborative and educational approach. Special educators should provide counseling on transition planning and introduce successful role models to challenge protective biases. Demonstrating how home adaptations can facilitate independence helps families see the potential of their children. This supportive intervention aims to empower both the student and the family, fostering a pathway toward greater community participation.

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46. (C) Girls often internalize symptoms, mask social deficits to fit in, and show quiet, compliant behaviors.
Many girls with ADHD or autism go undiagnosed due to "gender camouflage," where they mask their social deficits to fit societal expectations. They often display quiet or compliant behaviors that do not attract immediate attention, unlike the externalizing behaviors more common in boys. This internalization of symptoms means that their struggles remain hidden, leading to a delay in receiving necessary support.

47. (D) The rights of women and girls with disabilities.
General Comment No. 3, issued by the Committee on the Rights of Persons with Disabilities, focuses specifically on the rights of women and girls. It provides detailed guidance on how states should address the multiple forms of discrimination faced by this population. This document clarifies the obligations of state parties to ensure empowerment, equality, and protection for disabled women worldwide.

48. (C) Using ecological and dynamic assessments that account for her cultural socialization and native language barriers.
A culturally and gender-fair assessment approach involves using methods that account for a student's unique background. Ecological and dynamic assessments are effective because they consider cultural socialization and linguistic barriers. This practice ensures that diagnostic results are accurate and not biased by standardized tests that may be inappropriate for students from indigenous or diverse communities. Such fairness is essential.

99. (A) The student experiences a "self-fulfilling prophecy" of reduced effort and academic disengagement.
When teachers have low expectations for students based on their gender or disability, it can create a "self-fulfilling prophecy." The student may internalize these low standards, leading to reduced effort and academic disengagement. This negative cycle hinders their development and prevents them from reaching their full potential. Maintaining high expectations and providing appropriate support is essential for student success.

100. (C) Inclusive cooperatives or supported employment where they work with peers, earn fair wages, and manage money.
Successful community-based vocational rehabilitation focuses on inclusive models where individuals work alongside peers and earn fair wages. Supported employment and cooperatives allow women with developmental disabilities to manage their own money and gain practical experience. These programs promote economic independence and social inclusion, moving away from segregated or unpaid tasks and toward meaningful participation in the local workforce.

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57. (D) Collaborate with the teacher on alternative response modes and raise awareness of double marginalization.
Special educators must advocate for the active participation of all students in school activities. When a student is excluded from physical games, the teacher should collaborate with staff to modify the activities. This ensure that the student can engage meaningfully alongside their peers. Such actions challenge discriminatory practices and promote a truly inclusive culture that values the contributions of every individual.

58. (A) impairment; disability
The relationship between biological conditions and societal participation is a key theme in disability studies. An underlying physiological loss is classified as an impairment. When this condition, combined with environmental barriers and lack of support, prevents an individual from accessing education, it becomes a disability. This distinction highlights that disability is often a product of an unaccommodating society rather than the impairment itself.

59. (B) Universal basic income for families of disabled individuals.
Article 3 of the United Nations Convention on the Rights of Persons with Disabilities outlines general principles such as autonomy, non-discrimination, and gender equality. While the convention emphasizes social and economic rights, it does not explicitly mandate a universal basic income for families. Instead, it focuses on systemic changes and the removal of barriers to ensure that individuals can live with dignity.

60. (B) Maternal malnutrition, severe anemia, and lack of prenatal care during pregnancy.
Maternal health is significantly impacted by gender-based discrimination in nutrition and healthcare. When pregnant women lack adequate prenatal care and suffer from severe malnutrition or anemia, it can lead to serious developmental issues in infants. These include microcephaly and low birth weight. Addressing these maternal health factors is critical for preventing secondary disabilities and ensuring the healthy development of children.

61. (D) I, II, III, IV and V
Building a robust human rights system requires several interconnected components. This involves specialized commissions, accessible complaint mechanisms, and comprehensive data collection. Additionally, support for non-governmental organizations and public awareness campaigns is essential. Together, these elements ensure that the rights of women with disabilities are monitored and protected, addressing the double marginalization they face through both systemic and community-based actions.

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62. (C) Hold separate sessions with the mother and student to record their goals, and structure the meeting to hear everyone.
To ensure inclusive familial participation, the IEP team must create a space where everyone's voice is heard. If one family member dominates, holding separate sessions can help record the goals of others. Structuring meetings to invite input from all members promotes a more balanced and collaborative planning process. This approach respects the agency of the student and the mother.

63. (D) Systemic household isolation, being hidden from guests, and denied participation in family celebrations.
The term "social death" refers to the extreme isolation and marginalization some individuals experience within their own families or communities. For women with disabilities, this may involve being hidden from the public, denied participation in family events, and treated as if they do not exist socially. This profound exclusion severely impacts their mental health and denies them the fundamental right to belong.

64. (C) It mandates that statements of assaulted women with disabilities must be videotaped in the presence of an interpreter.
The Criminal Law (Amendment) Act, 2013, introduced protections for women with disabilities who are victims of sexual violence. A key provision mandates that their statements must be videotaped in the presence of an interpreter or special educator. This ensures that their testimony is accurately recorded and that communication barriers do not prevent justice. Such measures are vital for accommodating the specific needs of these victims.

65. (B) The right to a life with normal weekly and yearly rhythms, choices, and self-determination.
Bengt Nirje's concept of normalization emphasizes the right of individuals with intellectual disabilities to lead a life that mirrors

33. (A) I, II and III only
Creating gender-fair resource rooms involves several proactive pedagogical strategies. Educators should distribute leadership roles equally among all students and use gender-neutral language in the classroom. Encouraging girls with developmental delays to engage in STEM-related play also helps challenge traditional stereotypes. These practices foster an environment of equality and respect, ensuring that every student has the opportunity to develop diverse skills.

34. (D) Using task analysis, visual schedules, and hands-on practice with models in a private setting.
Teaching personal hygiene to students with intellectual disabilities requires practical and respectful instructional methods. Using task analysis and visual schedules allows for complex routines to be broken into manageable steps. Conducting these lessons in a private setting ensures the student's dignity and comfort. Hands-on practice with models further reinforces learning, providing the student with the skills necessary for personal autonomy.

35. (A) Both A and R are true and R is the correct explanation of A
Developing self-determination and choice-making skills is a critical protective factor for girls with developmental disabilities. When students are trained to advocate for themselves, they are better equipped to recognize and resist boundary violations. Conversely, a focus on strict compliance can increase vulnerability to exploitation. Empowering individuals with the ability to say no and report concerns is essential for their safety.

36. (C) Competency enhancement and image enhancement.
Social Role Valorisation identifies competency enhancement and image enhancement as the primary methods for improving the lives of marginalized people. By increasing an individual's skills and presenting them in a positive light, their social status is elevated. This approach aims to counter the devaluation often experienced by women with disabilities, facilitating their acceptance and meaningful participation within their local communities.

37. (A) The Independent Living Movement, led by disabled advocates themselves.
The Independent Living Movement, led by disabled advocates themselves, was instrumental in the shift toward a rights-based approach. This movement challenged the medical model by emphasizing self-direction, autonomy, and the removal of societal barriers. It shifted the focus from clinical cures to civil rights and community inclusion. The advocacy of these individuals laid the foundation for modern international disability frameworks.

38. (D) Early child marriage and FGM leading to obstetric fistula and bodily trauma.
Certain traditional practices, such as early child marriage and female genital mutilation, pose severe risks to the health of girls. These practices can lead to traumatic bodily injuries and long-term secondary disabilities, such as obstetric fistula. These issues are direct consequences of gender discrimination and lack of autonomy. Addressing these harmful customs is vital for protecting the physical and developmental well-being.

39. (A) Both A and R are true and R is the correct explanation of A
In a Human Rights-Based Approach, the relationship between the state and individuals is defined by legal obligations and claims. The government serves as the duty-bearer, while people with disabilities are the rights-holders. This framework ensures that the state is held accountable for respecting and fulfilling these rights. Statutory monitoring bodies play a crucial role in overseeing this process and ensuring accountability.

40. (C) 5%
Section 37 of the Rights of Persons with Disabilities Act, 2016, provides a specific mandate for financial inclusion. It requires that at least five percent of the allocation in developmental schemes be earmarked for women with benchmark disabilities. This targeted measure aims to address the economic marginalization of disabled women and ensure they benefit from various government-led development programs and resources.

41. (D) I, II, III and IV
Several factors contribute to the heightened vulnerability of girls with disabilities to violence

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student's capability and support their right to vocational choice under the law. This approach promotes empowerment and autonomy.

74. (A) Being a woman, living in poverty, and having a disability.
Triple jeopardy describes the compounding disadvantages faced by individuals who belong to three distinct marginalized categories. Specifically, being a woman, living in poverty, and having a disability creates a complex web of oppression that is greater than the sum of its parts. Understanding these overlapping systems is crucial for developing effective development policies and ensuring that the most vulnerable receive support.

75. (B) Teaching simplified biological concepts combined with practical lessons on safety, boundaries, and consent.
Modifying health education for students with cognitive impairments should balance academic content with practical life skills. Teaching simplified biological concepts along with lessons on consent and personal boundaries respects the student's dignity and rights. This approach ensures they receive vital information for their safety and autonomy in an accessible manner. It moves away from total omission or overly complex requirements.

76. (B) Providing tactile pathways, Braille features on voting machines, and accessible booths.
To ensure political participation, the state must provide accessible voting infrastructure. This includes tactile pathways and Braille features on equipment to allow individuals with visual impairments to vote independently and secretly. Such accommodations are mandated under the Rights of Persons with Disabilities Act. These measures uphold the democratic rights of all citizens, ensuring that disability does not become a barrier.

77. (A) Approximately 1%
Global statistics highlight a stark disparity in education, with the estimated literacy rate for women with disabilities being remarkably low, at approximately one percent. This reflects the severe barriers they face, including gender discrimination, inaccessible schools, and social marginalization. Addressing this crisis requires urgent international and national efforts to ensure that girls with disabilities have equitable access to quality education.

78. (C) Supporting and defending socially valued life roles for people at risk of devaluation.
The primary objective of Social Role Valorisation is to support and defend socially valued roles for individuals at risk of devaluation. By helping people with disabilities achieve roles that society respects, their overall status and treatment are improved. This approach focuses on changing societal perceptions and fostering genuine community belonging rather than just providing isolated clinical care or basic welfare.

79. (D) Focusing on biological deficit correction as a prerequisite for social inclusion.
A Human Rights-Based Approach focuses on the relationship between rights-holders and duty-bearers. It emphasizes participation, accountability, and the removal of societal barriers. Unlike the medical model, it does not view biological correction as a prerequisite for social inclusion. Instead, it asserts that rights are inherent and that the environment must be adapted to accommodate the diverse needs of all individuals.

80. (C) Learned helplessness, loss of individuality, and erosion of self-esteem.
Long-term institutionalization in segregated settings often leads to "learned helplessness," where individuals lose their sense of agency and individuality. The lack of choices and social isolation erode self-esteem and hinder the development of independent living skills. These environments frequently fail to provide the stimulation needed for growth, resulting in a decline in emotional and behavioral well-being over time.

81. (B) Provide gender-sensitive accommodations, accessible materials, and trained teachers.
Article 24 of the UNCRPD requires states to provide an inclusive education system that accommodates all learners. To ensure that girls are not excluded, states must provide gender-sensitive accommodations and accessible materials. This includes training teachers to address diverse needs and dismantle stereotypes. These measures ensure that female students have equal opportunities to learn and succeed within the mainstream school system.

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49. (D) I, II, III and IV
Establishing a functional human rights system requires a combination of legal, administrative, and social elements. This includes a robust legislative framework, independent monitoring bodies, and active civil society organizations. Furthermore, public awareness campaigns are necessary to dismantle attitudinal barriers. Together, these components create a comprehensive environment where the rights of persons with disabilities can be protected, monitored, and effectively realized.

50. (D) Normalization focuses on offering culturally valued conditions of life, while integration is physical mixing in regular settings.
Normalization and integration are distinct concepts in disability services. Normalization focuses on ensuring that individuals have access to culturally valued conditions and rhythms of life. Integration, on the other hand, refers to the physical presence and mixing of individuals with disabilities in regular societal settings. While related, normalization is broader, encompassing the quality and nature of life experiences rather than just physical location.

51. (A) Increased vulnerability to exploitation, inability to recognize abuse, and lack of awareness of autonomy.
Denying sexual and reproductive health education to girls with intellectual disabilities significantly increases their risk of exploitation. Without this knowledge, they may struggle to recognize boundary violations or report abuse effectively. This lack of awareness undermines their personal autonomy and safety. Providing accessible information is a vital part of empowering these individuals to protect themselves and understand their own physical rights.

52. (B) National Scholarship Scheme for Students with Disabilities
The National Scholarship Scheme for Students with Disabilities serves as a key financial support mechanism for higher education. To promote gender equity, it mandates that fifty percent of the total scholarship slots be reserved for female applicants. This provision helps address the educational gap faced by women with disabilities, encouraging their participation in advanced learning and improving their long-term career prospects.

53. (A) I, II, III and IV only
Achieving inclusive equality for girls in secondary schools requires multifaceted measures. These include providing accessible sanitation, integrating disability awareness into the curriculum, and ensuring representation in student leadership. Training on self-protection is also vital. These proactive steps remove systemic barriers and foster a safe, empowering environment. Such a comprehensive approach is necessary to ensure that girls with disabilities can fully participate.

54. (D) Arranging visits to workplaces run by women with disabilities, followed by structured reflections.
To dismantle gender stereotypes regarding careers, educators can arrange for students to meet successful women with disabilities in various workplaces. These visits, combined with structured reflection, provide powerful role models and challenge limited expectations. This strategy emphasizes the potential for independence and professional success. It helps students and their families envision a broader range of possibilities beyond traditional or segregated vocational tracks.

55. (B) It classifies children with disabilities as a disadvantaged group, granting them free private school admission.
The Right to Education Act, 2009, includes children with disabilities within the definition of "disadvantaged groups." This classification ensures that they are eligible for the twenty-five percent reservation in private unaided schools at the entry level. This provision facilitates their inclusion in mainstream educational settings, providing access to quality schooling that might otherwise be unavailable due to financial or social barriers.

56. (C) Cultural values, societal beliefs, and legal frameworks regarding gender expectations and disability.
In Bronfenbrenner's theory, the macrosystem represents the overarching cultural and societal context. For a girl with a disability, this includes the dominant values, legal frameworks, and gender expectations of her society. These broad influences shape the lower-level systems, such as her school and family, and dictate the general attitudes toward disability and gender that she encounters throughout her life.

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90. (A) Grievance Redressal Officer
Section 23 of the Rights of Persons with Disabilities Act, 2016, mandates the appointment of a Grievance Redressal Officer in every government establishment. This officer is responsible for receiving and resolving complaints related to discrimination or the denial of rights. This role provides a clear administrative pathway for individuals to seek justice and ensures that government bodies remain accountable.

91. (B) Using auditory balls with bells, contrasted markings, tactile lines, and guiding peers.
Inclusive physical education involves using adaptive equipment and peer support to ensure all students can participate. For a student with a visual impairment, using auditory balls with bells and tactile markings helps them navigate the game safely. Guiding peers can also provide assistance. these modifications allow the student to be an active participant rather than a passive observer on the sidelines.

92. (B) Being perceived as a burden, socially excluded, and systematically deprived of choices.
According to Social Role Valorisation, when individuals are given a "devalued status," they are often perceived as a burden and systematically excluded from choices. For women with disabilities, this results in significant social marginalization and a lack of autonomy. This negative perception hinders their ability to participate fully in society and underscores the need for efforts to enhance their roles.

93. (A) "Nothing About Us Without Us"
The slogan "Nothing About Us Without Us" emphasizes the core principle of participation in the disability rights movement. it asserts that individuals with disabilities must be involved in any decision-making processes that affect their lives. This approach rejects the paternalistic models of the past and demands that people with disabilities are recognized as active participants in policy development and implementation.

94. (C) Ensuring wide pathways, tactile borders, stable adaptive furniture, and an accessible, private washroom.
Creating a dignified and accessible classroom layout involves prioritizing universal design features. This includes wide pathways for mobility, tactile borders for navigation, and private, accessible washrooms. Such an environment supports the independence of students with physical and visual disabilities while respecting their privacy. A well-planned space ensures that all students can move safely and participate fully in daily activities.

95. (D) A holistic approach addressing diverse learning needs with support, access, and challenging gender stereotypes.
UNCRPD General Comment No. 4 describes inclusive education as a holistic approach that addresses the diverse needs of all learners. It emphasizes providing necessary support, ensuring physical and cognitive access, and actively challenging gender stereotypes. This model moves away from segregation, aiming to transform the entire education system to be more responsive to the unique requirements of every student.

96. (C) Life-skills training in money management, safe transit, boundary recognition, and consent.
Transition planning for adolescent girls with autism should prioritize life-skills that foster autonomy and safety. Training in money management, safe transportation, and boundary recognition is essential for their protection from exploitation. Learning about consent and how to navigate social interactions empowered them to live more independently. These practical skills are vital for a successful transition into adulthood and community life.

97. (B) Central Advisory Board on Disability
The Central Advisory Board on Disability is the high-level body established under the Rights of Persons with Disabilities Act to coordinate and recommend policies. It brings together various stakeholders to review progress and advise the government on matters related to disability. This board plays a crucial role in ensuring a unified and effective approach to the implementation of rights.

98. (D) Scandinavia
The principle of normalization originated in Scandinavia during the mid-twentieth century. It was initially developed by pioneers like Bengt Nirje to improve the lives of people with intellectual disabilities. This concept later spread to North America and other regions, fundamentally changing how disability services are designed by emphasizing the importance of leading a life that is as normal as possible.

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the standard rhythms of society. This includes the freedom to make choices and experience the same daily, weekly, and yearly patterns as others. It focuses on self-determination and dignity, advocating for an environment that supports personal growth and social participation.

66. (D) Girls having deficits in spatial mapping, lower mobility confidence, and higher dependency on others.
Differences in socialization patterns can lead to disparate developmental outcomes for children with visual impairments. When girls are kept indoors due to safety concerns while boys explore, they miss vital opportunities to develop spatial mapping skills. This results in lower mobility confidence and a higher level of dependency on others. Ensuring equitable access to outdoor exploration is essential for fostering independence.

67. (A) Social Model
The social model of disability aligns with the human rights-based approach by focusing on societal barriers rather than individual deficits. It suggests that disability is created by an unaccommodating environment and lack of support. By shifting the "problem" away from the person's body, this model advocates for structural changes and inclusive policies that enable full participation and respect for human dignity.

68. (C) Appointing legal guardians and local committees to protect their personal property and human rights.
The National Trust Act, 1999, provides a legal framework for protecting individuals with certain severe disabilities. A key mechanism is the appointment of legal guardians and local level committees to oversee the personal property and rights of those who may need support. This protection is especially critical for vulnerable women, ensuring their interests are defended and they are safe from exploitation.

69. (B) I, II, III and IV only
Women with disabilities face numerous barriers to accessing reproductive healthcare, including physical inaccessibility and deeply held medical biases. Many providers assume they are asexual or question their right to motherhood. Furthermore, a lack of information in accessible formats like Braille or sign language prevents them from making informed health decisions. Overcoming these obstacles is essential for ensuring their reproductive rights and autonomy.

70. (D) Failure to provide "reasonable accommodation" for a child's needs constitutes a form of discrimination.
In a rights-based framework, non-discrimination goes beyond treating everyone equally. It includes the positive obligation to provide "reasonable accommodation" tailored to an individual's specific needs. Failure to make these necessary adjustments constitutes a form of discrimination, as it prevents the person from participating on an equal basis. This principle ensures that diverse needs are met to facilitate full social inclusion.

71. (B) Regular training for parents, staff, and students on protective behaviors, safe touch, and abuse reporting.
Preventing abuse requires a comprehensive strategy involving training for all members of the school community. Educating parents, staff, and students on protective behaviors and safe touch is essential. Establishing clear reporting procedures empowers individuals to speak out. This proactive approach focuses on building a culture of safety and awareness, which is more effective than simply restricting the movements of vulnerable students.

72. (C) It classifies offenses against disabled children as aggravated assault, carrying much more severe penalties.
The POCSO Act, 2012, recognizes the increased vulnerability of children with disabilities by classifying offenses against them as aggravated sexual assault. These cases carry more severe legal penalties than those involving typical children. This provision serves as a strong deterrent and acknowledges that disabled children may face greater risks and challenges in seeking justice or protecting themselves from harm.

73. (D) Challenge the decision by conducting a task analysis to show her capability and advocate for vocational choice under the RPWD Act.
Transition coaches should advocate for a student's right to choose their vocational path. When a student is steered away from their interests due to stereotypes, the coach should challenge the decision through evidence-based methods. Performing a task analysis can demonstrate the

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CHAPTER 19
Braille and Assistive Devices

1. Why did Louis Braille reduce the tactile cell from twelve dots to six dots when modifying the military "night writing" system to make it more functionally viable for individuals with visual impairment?
(A) Six dots allowed for a larger number of total mathematical permutations than twelve dots.
(B) Twelve dots could not be easily covered by a single adult fingertip without moving the finger.
(C) The metal slate available during the nineteenth century could not handle twelve-dot configurations.
(D) French military authorities restricted the use of the twelve-dot code to active combat units.

2. In a standard Braille cell, what is the standard international measurement for the distance from center to center of adjacent dots within the same Braille cell?
(A) Approximately 1.5 mm
(B) Approximately 2.5 mm
(C) Approximately 3.5 mm
(D) Approximately 4.5 mm

3. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.
Assertion (A): Continuous and exclusive reliance on audio materials for students with visual impairment can hinder the development of their active literacy and orthographic skills.
Reason (R): Audio listening is a passive or receptive process that does not explicitly teach spelling, punctuation, capitalization, or text layout in the same manner as tactile Braille reading.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Grade 2 English Braille is widely preferred over Grade 1 English Braille for advanced readers. Which of the following best defines Grade 2 English Braille?
(A) Braille representing letters, numbers, and punctuation in a strict one-to-one print correspondence.
(B) Braille containing specialized chemical, mathematical, and physical notations for technical training.
(C) Braille using contractions and short-forms to reduce physical book volume and increase reading speed.
(D) Braille formatted with raised lines, tactile textures, and graphic outlines rather than standard cells.

5. Bharati Braille was officially adopted in India to establish a unified tactile reading system across regional languages. Which linguistic principle serves as the primary basis for Bharati Braille's structure?
(A) Phonetically aligning characters so that similar speech sounds share the same Braille dot configurations.
(B) Assigning Braille dot patterns based on the physical, visual shape of regional script characters.
(C) Designing a unique and separate six-dot system for every individual alphabet across regional states.
(D) Directly translating English Braille characters letter-for-letter into Devanagari script formats.

6. Consider the following statements regarding the physical mechanics of Braille reading:
I. The left hand typically functions as a guide to locate the beginning of a new line.
II. A "scrubbing" motion, where the finger moves vertically up and down on a cell, is the most efficient technique for high-speed reading.
III. The right hand is usually the primary reading hand that tracks across the line to the right.

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allowing light to pass through so the teacher can grade the work.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

34. Tactile maps are essential geographical aids for students with visual impairment. Which of the following is an INCORRECT guideline for designing effective tactile relief maps?
(A) Using distinct physical textures to differentiate between land, water, and mountains.
(B) Creating a comprehensive tactile legend/key positioned at the bottom or side of the map.
(C) Maintaining high physical height contrast between regional boundaries and flat plains.
(D) Overloading the map surface with highly detailed, dense text written in Grade 1 Braille.

35. Thermoform machines are widely used in special education institutes to duplicate tactile graphics. Which of the following materials is used in a Thermoform machine to create the raised replica?
(A) Plastic Brailon sheets
(B) Heavy-weight rag paper
(C) High-density cardboard
(D) Photosensitive film sheets

36. Consider the following techniques for creating accessible tactile maps:
I. Using microcapsule (swell) paper run through a thermal fuser to raise black ink lines.
II. Attaching different textures like sandpaper, velvet, and cotton thread onto a cardboard master.
III. Utilizing 3D printing technology to generate a elevation-scaled relief model of the Indian peninsula.
IV. Laminating a standard print map with glossy plastic to make the colors feel distinct.
Which of the techniques given above are appropriate for creating highly legible tactile graphics?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, and IV only

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37. In a Class VII science lab, a student with complete visual impairment needs to measure liquid volumes. Which of the following represents the most appropriate adapted material for this task?
(A) An adapted cylinder with raised tactile markings and an internal floating plastic indicator.
(B) A standard transparent glass laboratory cylinder with visual black graduation markings on the side.
(C) A specialized audio smartphone application that estimates current volume by detecting pouring sounds.
(D) Exempting the visually impaired student from active lab work and requiring memorized calculations.

38. Audible light probe is an essential assistive device in science classrooms for students with visual impairment. What is the primary function of this device?
(A) It emits a high-decibel warning sound immediately upon detecting unsafe elevated ambient heat levels.
(B) It reads printed text aloud from a standard computer monitor using built-in optical character software.
(C) It projects highly visible raised-line geometric patterns directly onto a flat wooden display board.
(D) It converts light intensity into variable auditory tones to detect color changes or liquid levels.

39. A Class V student has been diagnosed with juvenile macular degeneration, resulting in a severe loss of central vision while retaining peripheral vision. The student struggles to read standard print on the blackboard and in textbooks. Which of the following environmental and instructional adaptations is most appropriate?
(A) Seating the student in the back row of the classroom while utilizing a high-powered overhead projector.
(B) Providing an adjustable reading stand, bold-line paper, and training the student in eccentric viewing.
(C) Restricting reading materials exclusively to Grade 2 Braille while removing all standard print copies.
(D) Instructing the student to wear dark protective sunglasses indoors and work solely through voice output.

14. Arrange the following steps in the correct physical sequence when a user writes a sentence using a standard Slate and Stylus:

I. Insert the paper into the guide pins of the slate and close the metal frame.
II. Remove the paper from the slate and turn it over to read.
III. Press the stylus into the paper from right to left, reversing the dot positions of each character.
IV. Open the slate and slide the paper down to continue on subsequent lines if needed.

Which of the following displays the correct sequence?

(A) I → IV → III → II
(B) III → I → IV → II
(C) I → III → IV → II
(D) III → IV → I → II

15. Consider the structural and functional differences between writing with a Perkins Brailler and writing with a standard Slate and Stylus:

I. The Perkins Brailler writes from left to right, whereas the Slate and Stylus writes from right to left.
II. The Perkins Brailler produces raised dots immediately on the upper side of the page, whereas the Slate and Stylus produces them on the underside.
III. The Perkins Brailler requires the user to memorize reversed dot configurations, while the Slate and Stylus does not.
IV. The Perkins Brailler is silent and highly portable, while the Slate and Stylus is noisy and heavy.

Which of the statements given above are correct?

(A) I and II only
(B) I and III only
(C) II and IV only
(D) III and IV only

16. The Perkins Brailler features a specific mechanical layout designed to match the anatomy of human hands. Which of the following correctly describes the layout of the keys on a standard Perkins Brailler from left to right?

(A) Dot 1, Dot 2, Dot 3, Spacebar, Dot 4, Dot 5, Dot 6
(B) Dot 6, Dot 5, Dot 4, Spacebar, Dot 1, Dot 2, Dot 3
(C) Dot 3, Dot 2, Dot 1, Spacebar, Dot 4, Dot 5, Dot 6
(D) Dot 1, Dot 3, Dot 5, Spacebar, Dot 2, Dot 4, Dot 6

17. In the context of manual Braille writing, what is the functional difference between "interlining" and "interpoint" slates?

(A) Interlining relies on a heavy metal stylus, whereas interpoint utilizes a specialized wooden tool.
(B) Interlining offsets the text lines on the second side to fall between the lines of the first side, whereas interpoint offsets the individual dots on the second side to fall in the spaces between the dots of the first side.
(C) Interlining is optimized for advanced mathematics, while interpoint is reserved for music notation.
(D) Interlining is used exclusively for English text, while interpoint supports regional Indian scripts.

18. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.

Assertion (A): Electronic Braille Note-takers are highly advantageous compared to traditional paper Braille volumes for transition and secondary-level students.

Reason (R): Electronic note-takers store massive amounts of digital text, offer instant navigation, and allow the user to output both tactile Braille and synthetic speech.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. Refreshable Braille displays are highly sophisticated electronic assistive devices. Which of the following technologies is most commonly used to raise and lower the metal or plastic pins on a refreshable Braille display?

(A) Piezo-electric crystal expansion
(B) Hydraulic pressure valves
(C) Mechanical gear-and-chain drives
(D) Pneumatic air compressors

20. When converting digital print documents into Braille files ready for embossing, what is the primary function of a Braille Translation Software like Duxbury (DBT)?

(A) Translating voice recordings directly into accessible multi-tone auditory tracks.
(B) Scanning printed physical paper to

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Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

7. In which year did Louis Braille publish his first official proposal for the six-dot embossed tactile reading system?
(A) 1808
(B) 1829
(C) 1854
(D) 1890

8. A special educator notices that a Class VI student with congenital visual impairment reads Braille at a very slow pace and frequently loses track of the current line when moving from right to left. Which of the following instructional interventions is most appropriate to improve the student's reading efficiency?
(A) Replacing all Braille books with standard audiobooks to bypass tactile reading challenges.
(B) Teaching the student to use a physical plastic ruler as a static guide under each Braille line.
(C) Training the student in two-handed reading to find the next line while finishing the current.
(D) Converting all text materials to Grade 1 Braille to eliminate the cognitive load of contractions.

9. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.
Assertion (A): When writing Braille using a manual Slate and Stylus, the characters must be written from right to left, with the dot positions reversed.
Reason (R): The stylus punches depressions into the paper from the back side, which are then read as raised dots from the front side after turning the paper over.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

10. In a standard six-dot Braille cell, how many distinct configurations (including the empty space or cell) can be created by choosing whether each of the six dots is raised or flat?
(A) 32
(B) 64
(C) 128
(D) 256

11. Which of the following is an INCORRECT pair concerning the levels of Braille translation and their primary characteristics?
(A) Grade 1 Braille – Letter-for-letter transcription without contractions.
(B) Grade 2 Braille – Highly contracted system containing 189 contractions and short-forms.
(C) Grade 3 Braille – Non-standardized personal shorthand used for rapid note-taking.
(D) Grade 4 Braille – Computer-generated synthetic codes representing graphic coordinates.

12. A Class IV student with moderate low vision has been diagnosed with a progressive retinal disease. The IEP team recommends introducing Braille instruction immediately, but the general education teacher argues that since the student can still read large print with a magnifier, Braille training is unnecessary. Which of the following decisions is most appropriate?
(A) Agree with the general education teacher to avoid overloading the student with redundant skills.
(B) Initiate Braille training immediately to secure functional literacy as the student's vision declines.
(C) Wait until the student's visual acuity drops to complete blindness before introducing tactile reading.
(D) Replace all printed work with audio materials to preserve the student's remaining visual capacity.

13. Bharati Braille was standardized through the recommendations of the Uniform Braille Committee and formally adopted by the Government of India in which year?
(A) 1947
(B) 1951
(C) 1986
(D) 2016

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pins.
(C) A wooden frame featuring fixed vertical wire rods equipped with multi-colored sliding beads.
(D) A plastic sheet with embossed tactile gridlines designed to map standard Cartesian coordinates.

27. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.
Assertion (A): The Cranmer Abacus is generally preferred over the Taylor Frame for performing fast multi-step arithmetic calculations like multiplication and division.
Reason (R): The Cranmer Abacus allows the user to perform calculations mentally and record intermediate results quickly by moving beads, whereas the Taylor Frame requires physical manipulation and rotation of individual heavy metal pegs for every step.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. The Cranmer Abacus is an adaptation of the traditional Japanese Soroban abacus. Who modified this device specifically for the use of individuals with visual impairments?
(A) Louis Braille
(B) Terrence V. Cranmer
(C) William Henry Taylor
(D) Charles Barbier

29. What is the key physical modification in a Cranmer Abacus that prevents the beads from sliding out of position when a visually impaired student touch-explores them?
(A) A backing of felt or foam behind the rods to generate friction.
(B) Heavy magnetic iron cores embedded inside each individual bead.
(C) Individual locking screw-caps positioned on top of every column.
(D) A motorized stabilization grid operated by an external battery.

30. Consider the following rules for representing numbers on a Taylor Frame using standard Taylor pegs:
I. The peg has a raised line on one end and two raised points on the opposite end.
II. The line end of the peg can be rotated into eight different positions to represent digits 1 through 8.
III. The points end of the peg is rotated to represent digit 9, 0, and common mathematical operational signs.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

31. A special education teacher is introducing multi-digit addition to a Class III student with complete visual impairment. Which of the following sequences represents the most effective pedagogical progression of tools?
(A) Transitioning directly from mental arithmetic to computerized Duxbury translation.
(B) Standard Taylor Frame → Electronic Screen Reader → General education print worksheets.
(C) Tactile raised line drawings → Pocket slate and stylus → Supplementary audio guides.
(D) Real concrete objects → Cranmer Abacus → Advanced mathematical expressions on Taylor Frame.

32. To perform advanced algebraic operations on a Taylor Frame, what specific adaptation is used?
(A) Electronic pressure sensors embedded directly within the octagonal holes to track mathematical steps.
(B) Standard ink-printed Braille alphabets and numbers along the outer margins of the frame's border.
(C) Algebra pegs with distinct physical shapes on their ends representing letters and operation symbols.
(D) Color-coded plastic pegs designed to signify positive and negative values during step calculations.

33. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.
Assertion (A): A tactile geometry kit features a "spur wheel" which is used to draw diagrams on heavy paper.
Reason (R): The sharp, rotating teeth of the spur wheel punch clean holes through the paper,

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automatically analyze and correct spelling errors.
(C) Converting standard digital text into contracted or uncontracted Braille formats.
(D) Adjusting the font size, margins, and contrast of digital text on computer screens.

21. Consider the following mechanical and operational characteristics of high-speed Braille Embossers used in production centers:
I. They require specialized heavy-weight tractor-feed paper (typically 120-140 gsm).
II. They operate silently and do not require noise-reduction acoustic hoods in office environments.
III. They translate print documents into Braille without requiring external translation software.
IV. They can produce interpoint (double-sided) Braille by precisely offsetting the pins on both sides.
V. They can be connected to computers via USB, network cables, or wireless connections.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, IV, and V only
(C) II, III, and V only
(D) I, III, and IV only

22. An inclusive school wants to implement Universal Design for Learning (UDL) principles across all classrooms. To assist a Class II student with visual impairment, the school decides to label physical storage bins, doors, and bookshelves. Which of the following represents the most appropriate labelling practice?
(A) Printing standard visual labels in size 14 font using black ink on standard white copy paper.
(B) Relying exclusively on localized audio-recordings attached directly to each individual storage bin.
(C) Pasting simplified pictures of target objects in highly saturated neon colors without any text.
(D) Affixing tactile labels containing both high-contrast print letters and embossed Braille dots.

23. Traditional Braille books are significantly thicker and heavier than print books. What is the standard physical weight of paper recommended for embossing Braille to prevent the dots from being crushed under the pressure of the reader's hands?
(A) 60 to 70 gsm
(B) 80 to 90 gsm
(C) 120 to 150 gsm
(D) 200 to 250 gsm

24. A 6-year-old child with congenital blindness is beginning formal education. The special educator is planning a systematic progression of tactile skill development before introducing formal Braille characters. Which of the following displays the most pedagogically sound sequence of tasks?
(A) Learning contractions → Writing with a slate → Identifying geometric shapes → Sorting objects by texture.
(B) Writing on a brailler → Memorizing alphabet letters → Discriminating fine textures → Reading simple words.
(C) Sorting objects by texture → Discriminating raised lines → Tracking single lines → Identifying dot differences.
(D) Tracking an embossed line → Reading Grade 1 Braille → Sorting large shapes → Writing sentences with a slate.

25. The Rights of Persons with Disabilities (RPWD) Act, 2016, emphasizes specific mandates for the education of blind and low-vision children. Which of the following provisions is explicitly mandated under Section 17 of the RPWD Act, 2016?
(A) Standardizing audiobooks as the exclusive medium of educational instruction for all blind students.
(B) Restricting certified blind students to specialized, completely segregated boarding school systems.
(C) Implementing a mandatory exemption for visually impaired students from all annual school examinations.
(D) Providing free textbooks, learning materials, and assistive devices to eligible children up to age 18.

26. In mathematics education for visually impaired students, the Taylor Frame is a classic tactile device. What is the physical structure of the Taylor Frame's metal plate?
(A) An aluminum grid of octagonal holes where metal pegs are inserted at various angles.
(B) A smooth, magnetized steel plate designed to hold small non-slip magnetic indicator

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40. Assistive devices for low vision are broadly classified into optical and non-optical aids. Which of the following is classified as a non-optical low vision aid?
(A) A handheld illuminated magnifier
(B) A stand magnifier
(C) A typoscope
(D) A monocular telescope

41. Which of the following is a correct pair regarding low vision aids and their primary functional utility?
(A) Monocular Telescope – Reading small print in textbooks.
(B) Spectacle-mounted magnifier – Reading bus numbers and street signs at a distance.
(C) Yellow-tinted filters – Increasing the weight of Braille paper.
(D) Typoscope – Isolating a line of print to reduce glare and tracking errors.

42. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.
Assertion (A): Monocular telescopes are highly useful for students with low vision in general education classrooms.
Reason (R): They allow students to quickly read information written on the blackboard or view distant demonstrations from their regular seats.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. What is the physical design and primary purpose of a typoscope?
(A) A magnifying glass lens designed to project real-time images onto a small desktop television monitor.
(B) A black plastic card featuring a narrow rectangular cutout that exposes one or two print lines at a time.
(C) An electronic scanner pen that reads aloud individual printed letters when slid across a textbook page.
(D) A rigid plastic frame engineered to hold a standard slate and stylus in a fixed, aligned position.

44. Non-optical low vision aids focus on environmental modifications and physical design. Which of the following strategies is most effective for a student with low vision who experiences extreme light sensitivity (photophobia) in a classroom with savings from large windows?
(A) Installing multiple high-intensity fluorescent light bulbs directly above the student's personal study desk.
(B) Using adjustable window blinds, a desktop reading stand, and protective yellow or amber wrap-around filters.
(C) Seating the student facing directly toward open windows to maximize the amount of incoming natural sunlight.
(D) Turning off all artificial lights in the classroom and conducting core academic lessons in semi-darkness.

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45. Consider the following materials and activities:
I. Lightbox with high-contrast colored overlays.
II. Visual tracking cards with thick black lines on neon background.
III. Sorting pegs by distinct primary colors on a high-contrast pegboard.
IV. Blindfolds for tactile-only training of motor skills.
V. Flashcards with progressively smaller high-contrast shapes.
Which of the options given above are considered standard vision training materials or activities?
(A) I, II, III, and V only
(B) I, II, IV, and V only
(C) II, III, and IV only
(D) I, III, and IV only

46. Under the Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) Scheme of the Ministry of Social Justice and Empowerment, Government of India, what is the primary objective regarding assistive devices?
(A) Providing high-tech electronic communication gadgets exclusively to students enrolled in elite private universities.
(B) Distributing heavy-duty manual wheelchairs to all registered blind students as a mandatory safety precaution.
(C) Assisting needy disabled persons with durable, modern, and scientifically manufactured aids to promote rehabilitation.
(D) Funding international clinical research projects focused on finding surgical cures for progressive visual diseases.

47. Which public sector undertaking under the Ministry of Social Justice and Empowerment is the primary manufacturing agency of assistive devices (including those distributed under the ADIP scheme) in India?
(A) National Film Development Corporation of India (NFDC)
(B) National Hydroelectric Power Corporation of India (NHPC)
(C) Rehabilitation Council of India's apex standard division
(D) Artificial Limbs Manufacturing Corporation of India (ALIMCO)

48. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.
Assertion (A): The National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD), Dehradun, plays a pivotal role in the educational inclusion of visually impaired children across India.
Reason (R): NIEPVD is the apex body responsible for licensing and certifying all special schools operating under state education boards.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. The Rehabilitation Council of India (RCI) Act, 1992, directly impacts special educators teaching Braille and using assistive devices. Which of the following is a primary function of RCI?
(A) Directly printing, publishing, and distributing tactile Braille textbooks to government schools.
(B) Regulating professional training courses and maintaining the Central Rehabilitation Register.
(C) Administering direct cash and financial grants under the ADIP scheme to families of certified CWSN.
(D) Formulating, editing, and supervising the general education curriculum for all national CBSE schools.

50. What is the relationship between tactile sensitivity, age of onset of visual impairment, and Braille reading speed?
(A) Individuals with adventitious blindness consistently read Braille faster than those with congenital blindness.
(B) Tactile sensitivity exhibits zero statistical correlation with overall speed, which depends on cognitive ability.
(C) Braille reading speed significantly increases when fingertip sensitivity is reduced by heavy manual labor.
(D) Congenital blindness fosters early tactile-spatial discrimination, yielding faster average Braille reading.

51. Consider the following statements regarding the recommendations of the National Education Policy (NEP) 2020 on accessibility and learning materials for Children with Special Needs (CWSN):
I. NEP 2020 advocates for the creation of high-quality national textbooks in Braille and other accessible formats.
II. NEP 2020 supports the standardization of Indian Sign Language (ISL) across the country.
III. NEP 2020 mandates that all children with visual impairments must be taught exclusively through digital audio devices to phase out physical Braille.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

52. Article 21 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) focuses on freedom of expression and opinion, and access to information. Which of the following does it explicitly mandate governments to do?
(A) Systematically replacing local, native regional languages with a standardized single global tactile sign language.
(B) Strictly restricting public access to online internet portals for cybersecurity and national safety reasons.
(C) Promoting Braille, augmentative systems, and other accessible communication modes chosen by disabled persons.
(D) Mandatorily requiring all printed commercial newspapers to be completely phased out for embossed tactile sheets.

53. Which of the following statements is correct regarding Bharati Braille?

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(A) A single alphabet set is phonetically shared across Hindi, Marathi, Bengali, Tamil, and other Indian scripts.
(B) It is read exclusively from right to left, representing a complete reversal from standard English Braille formats.
(C) It implements an advanced eight-dot system to accommodate the vast and complex system of Devanagari vowels.
(D) It completely lacks standardized punctuation marks, capitalization rules, or mathematical numerical signs.

54. A 10-year-old child who recently lost their vision due to medical trauma (adventitious blindness) is exhibiting strong resistance to learning Braille. The child states, "Braille is for blind people, and I am going to get my sight back soon." Which of the following represents the most appropriate initial counseling and pedagogical response from the special educator?
(A) Forcing the student to practice repetitive Braille drills daily to systematically break psychological resistance.
(B) Agreeing with the student's perspective and halting all educational interventions until acceptance is achieved.
(C) Enrolling the student in a strict audio-only academic curriculum while avoiding all talk of tactile reading.
(D) Offering emotional empathy, introducing non-threatening tactile games, and showing how Braille restores literacy.

55. On a standard Perkins Brailler, which of the physical keys is pressed to advance the paper to the next line?
(A) The spacebar located in the center.
(B) The line feed key located on the left side of the machine.
(C) The backspace key located on the right side of the machine.
(D) Simultaneously pressing all six dot keys.

56. The military "night writing" system developed by Charles Barbier, which inspired Louis Braille, was originally designed for which primary purpose?
(A) To help injured or blinded soldiers write urgent battlefield reports and communicate with command units.
(B) To teach basic literacy and secret coding patterns to young children residing in local French orphanages.
(C) To let officers read and write tactical messages in the dark without using light that reveals positions.
(D) To serve as a highly secure, encrypted diplomatic code for communication between major foreign embassies.

57. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.
Assertion (A): For a student with complete visual impairment, a refreshable Braille display is a critical supplement to, rather than a complete replacement for, synthetic speech screen readers (such as NVDA or JAWS).
Reason (R): While screen readers provide high-speed auditory access to large volumes of text, refreshable Braille displays are essential for learning exact spelling, grammar syntax, mathematical equations, and coding structures.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

58. When applying Universal Design for Learning (UDL) principles to classroom materials, which of the following is an INCORRECT practice for a special educator?
(A) Restricting visually impaired students to tactile-only materials while sighted classmates use digital tablets.
(B) Providing the same worksheet in multiple formats: standard print, large print, digital text compatible with screen readers, and tactile Braille.
(C) Presenting diagrams with both visual color-coding and distinct tactile patterns/textures.
(D) Offering choices in how students demonstrate their understanding, such as oral presentations, Brailled reports, or typed digital documents.

59. A special educator is introducing a tactile map of India to a Class VI student who has been blind since birth. Which of the following instructional steps should the teacher perform first?
(A) Ask the student to immediately search for and locate the capital city of New Delhi on the new map.
(B) Allow free exploration to understand

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boundaries, size, and orientation, then explain the legend.
(C) Read aloud all state names alphabetically while requiring the student to keep their hands off the page.
(D) Have the student memorize all regional latitude and longitude coordinates before ever touching the map.

60. Consider the following design choices when designing tactile representations of biological cells (e.g., plant cell structure) for a high school science student with visual impairment:
I. Differentiating the cell wall from the cell membrane by using two distinct raised heights or textures (e.g., a solid thick line versus a dotted line).
II. Labeling organelle structures with single-letter Braille abbreviations keying to a comprehensive tactile legend.
III. Using highly detailed, micro-scale physical details for every organelle to match the exact appearance under an electron microscope.
IV. Ensuring adequate physical distance (at least 3-5 mm) between different raised lines to prevent tactile blending.
Which of the design choices given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

61. Which organization is the primary national center under the Ministry of Social Justice and Empowerment, Government of India, that produces Braille textbooks, maintains a national library for the blind, and conducts R&D on assistive devices?
(A) National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD), Dehradun
(B) National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID), Secunderabad
(C) National Institute of Mental Health and Neurosciences (NIMHANS), Bengaluru
(D) Pandit Deendayal Upadhyaya National Institute for Persons with Physical Disabilities (PDUNIPPD), Delhi

62. In the design of standard Braille, what is the standard center-to-center distance between corresponding dots in adjacent cells in the same line (cell-to-cell spacing)?
(A) Approximately 2.5 mm
(B) Approximately 4.0 mm
(C) Approximately 6.0 mm
(D) Approximately 8.5 mm

63. Why is it pedagogically vital to teach uncontracted (Grade 1) Braille to young blind children before transitioning them to contracted (Grade 2) Braille?
(A) Grade 2 Braille remains legally restricted to students who have cleared their senior school examinations.
(B) Uncontracted Braille is written exclusively using a manual slate and stylus, which must be mastered first.
(C) Grade 2 Braille is designed exclusively for adult vocational rehabilitation and employment training centers.
(D) It builds a direct mental mapping of standard spelling and phonics without complex abbreviation rules.

64. Which of the following is a correct pair regarding specialized tactile math tools and their application?
(A) Cranmer Abacus – Tracking and plotting geometry coordinate graph lines.
(B) Taylor Frame – Executing fast, multi-step decimal arithmetic math.
(C) Tactile Compass and Protractor – Drawing and measuring physical angles.
(D) Algebra types – Stamping complex molecular chemical equations on clay.

65. During a reading lesson, a special education teacher observes that a Class III student with visual impairment is consistently "scrubbing" (moving the finger vertically up and down over a single Braille cell) and showing signs of physical frustration. What does this behavior most likely indicate, and what is the appropriate pedagogical remedy?
(A) The student possesses superior tactile acuity; the teacher should introduce advanced contracted Braille.
(B) The student has difficulty discriminating dots; the teacher should use larger 3D models and fresh paper.
(C) The student lacks academic focus; the teacher should provide rewards only when reading is done continuously.
(D) The student inherently prefers auditory

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learning; the teacher should replace all books with screen readers.

66. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.
Assertion (A): Continuous Braille reading over long periods can lead to "tactile fatigue," resulting in decreased reading accuracy and speed.
Reason (R): High-intensity tactile exploration causes physical wearing away of the outer skin layers of the reading fingertips, reducing temporary neural sensitivity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. In which year did the Royal Institute for Blind Youth in Paris (Louis Braille's home school) officially adopt and demonstrate his six-dot tactile system during the inauguration of their new building?
(A) 1829
(B) 1844
(C) 1854
(D) 1878

68. What is the standard physical height of a standard six-dot Braille cell, measured from the center of the top dot (Dot 1) to the center of the bottom dot (Dot 3)?
(A) Approximately 2.5 mm
(B) Approximately 3.8 mm
(C) Approximately 5.0 mm
(D) Approximately 6.2 mm

69. Consider the following assessment factors when selecting optical and non-optical low vision devices for an elementary school student under the ADIP scheme:
I. The student's clinical visual acuity and field of vision.
II. The family's gross annual income.
III. The illumination levels of the student's home and school environments.
IV. The weight and portability of the device.
V. The student's preference and level of comfort during trial sessions.
Which of the factors given above must be evaluated to ensure successful adoption and long-term use of the devices?
(A) I, II, and III only
(B) I, III, and V only
(C) I, III, IV, and V only
(D) I, II, III, IV, and V

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70. Which of the following early opto-tactile reading devices, invented in the 1960s, used a small handheld camera to convert printed letters into a vibrating tactile representation of the letters, felt via a matrix of tiny metal pins under the reader's index finger?
(A) Kurzweil Reading Machine
(B) Cranmer Embosser
(C) Braille 'n Speak
(D) Optacon

71. Class VII student with visual impairment and mild spastic hemiparetic cerebral palsy has significant motor tremors in their dominant right hand. The student is unable to maintain the steady, light tactile pressure required to read standard paper Braille without crushing the dots or losing tracking. Which of the following assistive modifications is most appropriate?
(A) Transitioning the student entirely to audio-only learning materials while dropping primary literacy goals.
(B) Using a refreshable Braille display with adjustable pressure, or using jumbo Braille with screen readers.
(C) Forcing the student to utilize a standard pocket metal slate and stylus strictly with the non-dominant hand.
(D) Enrolling the student in a specialized, manual tactile sign language course designed for total deafblindness.

72. On a Taylor Frame, a standard peg has an octagonal shank. When this peg is inserted into an octagonal hole on the frame, how many different orientations (angles) can the peg have?
(A) 4
(B) 6
(C) 8
(D) 16

73. Section 3 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, read in conjunction with subsequent amendments, mandates which of the following regarding the education of children with severe visual and multiple disabilities?

38. (D) It converts light intensity into variable auditory tones to detect color changes or liquid levels.
The audible light probe is a versatile sensor used in scientific experiments. It features a light-sensitive tip that translates the amount of light it receives into a sound of varying pitch. This allows a visually impaired student to independently detect things like the meniscus of a liquid, chemical color changes in a test tube, or whether a light is on.

39. (B) Providing an adjustable reading stand, bold-line paper, and training the student in eccentric viewing.
Macular degeneration affects central vision, which is necessary for reading fine print. Students with this condition must learn eccentric viewing, which involves using their intact peripheral vision to see objects. Non-optical aids like reading stands and bold-line paper help maximize their remaining vision, while adjustable lighting and magnification can further enhance their ability to access standard classroom materials independently.

40. (C) A typoscope
Low vision aids are categorized based on whether they use lenses to magnify images. Optical aids, such as handheld magnifiers and telescopes, use glass or plastic lenses to enlarge text. Non-optical aids, like the typoscope, improve visual access through other means, such as increasing contrast, reducing glare, or providing physical guides, without using any magnifying lenses.

41. (D) Typoscope – Isolating a line of print to reduce glare and tracking errors.
A typoscope is a simple but effective non-optical aid consisting of a black card with a rectangular window. By placing it over a page, it masks the surrounding text, which reduces distracting glare and helps the student focus on one or two lines at a time. This is particularly helpful for individuals who struggle with visual tracking or light sensitivity.

42. (A) Both A and R are true and R is the correct explanation of A
Distance viewing is a significant challenge for students with low vision in inclusive classrooms. Monocular telescopes provide the necessary magnification to see the blackboard, clock, or distant classroom demonstrations from a seated position. These portable devices allow students to participate in the same activities as their peers without having to constantly move closer to the front of the room.

43. (B) A black plastic card featuring a narrow rectangular cutout that exposes one or two print lines at a time.
The typoscope is a non-optical device designed to assist with reading print. Its primary function is to block out the white space and surrounding text on a page, which can cause significant glare and confusion for people with certain visual impairments. By framing only the target text, it makes reading much more comfortable and helps the user stay on the correct line.

44. (B) Using adjustable window blinds, a desktop reading stand, and protective yellow or amber wrap-around filters.
Photophobia is a common symptom in many visual conditions where normal light levels feel painfully bright and wash out visual details. Managing the environment by controlling natural sunlight with blinds and using tinted filters can significantly improve visual comfort. These adaptations reduce glare and improve contrast, allowing the student to use their remaining vision more effectively for academic tasks.

45. (A) I, II, III, and V only
Vision training involves exercises and materials designed to help children with low vision maximize their functional use of sight. Using high-contrast colors, lightboxes, and visual tracking cards helps stimulate the visual system and improve skills like focus and discrimination. Blindfolds are specifically used for tactile training and are not part of a program designed to enhance visual performance.

46. (C) Assisting needy disabled persons with durable, modern, and scientifically manufactured aids to promote rehabilitation.
The ADIP scheme is a major government initiative aimed at improving the lives of persons with disabilities by providing necessary assistive devices. The scheme focuses on distributing high-quality, scientifically sound equipment to those who cannot afford it. By providing these aids, the government helps promote the social, educational, and vocational rehabilitation of individuals, fostering greater independence and integration into society.

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(B) Leaving a wide, empty line of physical space between every written Braille line to assist beginning tactile readers.
(C) Using two entirely different national or regional languages on alternating horizontal lines across the paper.
(D) Embossing on both sides of a page by precisely shifting the reverse lines into the blank spaces of the front.

80. Which international treaty, adopted in 2013 and ratified by India, facilitates the creation and international transfer of books specially adapted for blind and visually impaired individuals by easing copyright restrictions?
(A) Salamanca Statement
(B) Biwako Millennium Framework
(C) Marrakesh Treaty
(D) Geneva Convention on Disability Rights

81. When Louis Braille adapted Charles Barbier's "night writing" system, which of the following structural changes did he make to ensure the code could be read fluently?
(A) He added distinct horizontal and vertical raised gridlines to separate individual cells.
(B) He changed the phonetic-grid into an alphabet spelling system based on a 2x3 dot matrix.
(C) He expanded the physical tactile cell size to easily accommodate eighteen individual dots.
(D) He completely replaced the fragile paper medium with heavy, embossed thin zinc plates.

82. Which of the following descriptions best explains the technical process of using "swell paper" (microcapsule paper) to create tactile diagrams?
(A) Soaking specialized paper in warm water until fibers swell to create a soft, easily moldable tactile surface.
(B) Hand-carving the surface of heavy-weight stock paper using a sharp scalpel operated by the special educator.
(C) Treating the paper with magnetic iron paint particles that align precisely when placed on an electric grid.
(D) Printing with carbon ink; passing it through a thermal fuser makes the black lines absorb heat and rise.

83. A special educator wants to adapt a primary school science experiment on physical properties (identifying rough, smooth, hard, soft, hot, and cold objects) for a student with complete visual impairment. Which of the following is the most appropriate pedagogical approach?
(A) Designing a multisensory lesson where the student handles real objects representing each quality.
(B) Showing an instructional video with a high-volume, detailed audio description of the experiment.
(C) Writing highly detailed descriptions of the target physical properties in Grade 2 Braille text.
(D) Exempting the student from active lab work and requiring them to copy definitions from a textbook.

84. Bharati Braille is based on a unified phonetic system in which consonants with the same sound across Indian languages are assigned the same Braille cell. Which of the following Braille dot configurations represents the consonant "Ma" in Bharati Braille?
(A) Dots 1, 3, 4
(B) Dots 1, 2, 4
(C) Dots 1, 3
(D) Dots 1, 3, 5

85. What is the standard physical size dimensions of a heavy-weight Braille paper sheet used with a standard manual Perkins Brailler?
(A) 11 x 11.5 inches
(B) 8.5 x 11 inches
(C) A4 size (210 x 297 mm)
(D) A3 size (297 x 420 mm)

86. What is the primary difference between Grade 1 and Grade 2 Braille in English?
(A) Grade 1 utilizes an eight-dot cell system, whereas Grade 2 relies on the standard six-dot configuration.
(B) Grade 1 is designed for primary school students, while Grade 2 is restricted to technical scientific texts.
(C) Grade 1 is produced exclusively via slate and stylus, while Grade 2 requires typing on a modern computer.
(D) Grade 1 is written letter-for-letter, while Grade 2 uses space-saving contractions to boost reading speed.

87. Which of the following is a correct pair concerning low-vision conditions and their optimal seating/lighting configurations in a classroom?

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(A) They must be educated exclusively in specialized residential schools situated at regional district headquarters.
(B) They are legally exempted from the national curriculum and should focus on basic manual vocational skills.
(C) They are required to source all personal Braille textbooks and assistive technology at their own family expense.
(D) They have a right to home-based education with state support, or free education in neighborhood schools.

74. Which of the following is an INCORRECT pair regarding assistive technology, software, and their primary function?
(A) NVDA – A hardware-based mechanical Braille embosser designed for mass production.
(B) JAWS – Screen-reading software that provides speech output for Windows computers.
(C) Duxbury – Translates standard print documents into digital Braille format.
(D) OpenBook – An optical character recognition (OCR) software that scans printed text and reads it aloud.

75. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R). Analyze these statements and select the correct option.
Assertion (A): For students with deafblindness, tactile sign language and refreshable Braille displays with sensory-vibrational feedback are the primary modes of literacy and communication.
Reason (R): Deafblindness involves a co-occurring impairment of both vision and hearing, rendering pure auditory screen readers and visual sign language completely inaccessible.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. In mathematical Braille notation, such as the Nemeth Code, which of the following is a key feature that distinguishes it from standard literary Braille?
(A) It implements an entirely unique, separate eight-dot cell grid configuration exclusively for representing numbers.
(B) It reassigns lowercase letters to digits and symbols, using specialized indicator cells to switch modes.
(C) It must be typed and recorded backwards from right to left when utilizing a manual mechanical Perkins Brailler.
(D) It completely lacks support for representing complex mathematical fractions, exponents, or algebraic signs.

77. A special educator is introducing a Class IV student with visual impairment to the Cranmer Abacus. Which of the following represents the correct initial step in abacus instruction?
(A) Explaining the physical layout, identifying the separation bar and beads, and setting simple numbers.
(B) Teaching the student how to execute complex, multi-digit division and square root operations on the rods.
(C) Requiring the student to record every single intermediate calculation step on a Taylor Frame in real time.
(D) Insisting that the student master and memorize all multiplication tables up to 100 before handling beads.

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78. Consider the following functions of Braille translation software programs like Duxbury (DBT):
I. Translating digital text documents from Microsoft Word into Grade 1 or Grade 2 Braille.
II. Translating mathematical and scientific notations into standard codes like Nemeth or UEB Math.
III. Directing digital Braille output to a connected Braille embosser for physical printing.
IV. Translating regional Indian languages into Bharati Braille using Unicode text.
Which of the functions given above are supported by modern Braille translation software?
(A) I and III only
(B) II and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

79. In high-volume Braille book production, the term "interline printing" refers to which of the following techniques?
(A) Printing standard high-contrast visual ink letters directly on top of the raised, physical embossed Braille dots.

(B) Utilizing high-pressure pneumatic air currents to inflate miniature, flexible rubber tactile domes.
(C) Using a miniature electric motor to rapidly spin a gear wheel containing embossed tactile numbers.
(D) Applying voltage to a crystal, causing it to bend and push a lever that raises the physical pin.

96. A special educator is designing a transition plan for a Class XII student with complete visual impairment who is planning to enroll in a university program. Which of the following represents the most comprehensive technology training package to ensure the student's academic independence?
(A) Training the student to utilize a manual pocket slate and stylus exclusively for recording all college lectures.
(B) Training the student to depend entirely on a designated sighted classmate to read all textbook materials aloud.
(C) Training the student in screen readers, electronic note-takers, OCR scanning, and digital library navigation.
(D) Training the student to utilize a manual Cranmer abacus to perform all university-level calculus calculations.

97. Which type of stylus is specifically designed to prevent wrist and finger fatigue for young children with visual impairment who are beginning to learn manual Braille writing?
(A) A traditional long, thin steel needle stylus
(B) A saddle-back or ball-shaped ergonomic stylus
(C) A simple flat, non-contoured wooden stick stylus
(D) A heavy, non-tapered solid iron rod stylus

98. In which year did the Government of India upgrade the National Centre for the Blind in Dehradun into the National Institute for the Visually Handicapped (NIVH), now known as NIEPVD?
(A) 1950
(B) 1979
(C) 1995
(D) 2016

99. When selecting non-optical assistive modifications for a student with low vision in a regular classroom, which of the following represents the most effective contrast configuration for printed worksheets?
(A) Bold black text on off-white or matte yellow non-glare paper.
(B) Low-contrast bright yellow print on a standard white background.
(C) High-gloss white text printed directly on a bright red background.
(D) Standard thin grey pencil writing on low-quality newsprint paper.

100. In India, which regulatory body is responsible for standardizing and certifying training programs (such as B.Ed. and D.Ed. Special Education) that train educators to teach Braille and use assistive devices for the visually impaired?
(A) National Council for Teacher Education (NCTE)
(B) Central Board of Secondary Education (CBSE)
(C) Rehabilitation Council of India (RCI)
(D) National Council of Educational Research and Training (NCERT)

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ANSWERS

1. (B) Twelve dots could not be easily covered by a single adult fingertip without moving the finger.
Louis Braille realized that the twelve-dot height of the original night writing system was too large for a single adult fingertip to sense all dots at once. By reducing the height to a six-dot cell, readers could perceive the entire character instantly without vertical finger movement, which significantly increased tactile reading efficiency and speed for individuals with visual impairments.

2. (B) Approximately 2.5 mm
The specific international standard for a Braille cell ensures that the tactile characters are consistent for readers worldwide. For standard Braille, the distance between the center points of two adjacent dots, whether measured horizontally or vertically within the same cell, is approximately 2.5 millimeters. This measurement is optimized for the average sensitivity range of the human fingertip.

3. (A) Both A and R are true and R is the correct explanation of A
Active literacy involves the ability to produce and understand written language including spelling and formatting. While audio materials provide information, they are purely receptive and do not require the student to engage with the structural mechanics of language. Consequently, exclusive reliance on audio can prevent students from mastering essential skills like punctuation and capitalization that are learned through Braille.

4. (C) Braille using contractions and short-forms to reduce physical book volume and increase reading speed.
Grade 2 Braille is a highly specialized contracted system used to make tactile reading more efficient. Since standard Braille characters occupy significant physical space, contractions allow multiple print letters or entire common words to be represented by fewer cells. This reduction in length decreases the overall bulk of embossed volumes while allowing proficient readers to process information at much higher speeds.

5. (A) Phonetically aligning characters so that similar speech sounds share the same Braille dot configurations.
Bharati Braille is built on a phonetic foundation to provide a unified system for the diverse languages used across India. Rather than following visual script shapes, it assigns specific dot patterns to particular speech sounds. This allows a single Braille character to represent the same sound across different regional scripts like Devanagari, Bengali, and Tamil, facilitating easier multilingual learning.

6. (B) I and III only
Efficient Braille reading typically involves a coordinated two-handed technique where both hands work together to navigate the page. The left hand serves as a guide to find the start of new lines, while the right hand usually leads the horizontal tracking across the text. Vertical scrubbing motions are discouraged because they disrupt the fluid movement required for high-speed reading.

7. (B) 1829
Louis Braille first introduced his revolutionary tactile system to the world in 1829 through a published volume titled Method of Writing Words, Music, and Plain Songs by Means of Dots. This initial proposal laid the foundation for the modern six-dot cell. Although he refined the system further in 1837, the 1829 publication marks the official birth of the Braille code.

8. (C) Training the student in two-handed reading to find the next line while finishing the current.
Reading speed and accuracy improve significantly when a student employs both hands simultaneously on the embossed page. In this advanced technique, the right hand completes the end of a Braille line while the left hand moves back to the left margin to locate the start of the subsequent line. This eliminates the pause between lines and prevents losing one's place.

9. (A) Both A and R are true and R is the correct explanation of A
Writing Braille with a manual slate and stylus is a unique process because the dots are punched

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from the back of the paper. Since the resulting tactile bumps appear on the front of the sheet after it is removed and flipped over, the writer must mirror the dot positions and write from right to left to ensure the final text reads correctly.

10. (B) 64
In a standard six-dot Braille cell, each dot position is binary, meaning it can either be raised or flat. Since there are six independent dot positions, the total number of unique combinations is calculated as two raised to the power of six. This mathematical formula results in sixty-four distinct configurations, which includes the empty cell representing a blank space between words.

11. (D) Grade 4 Braille – Computer-generated synthetic codes representing graphic coordinates.
Standardized Braille systems are generally categorized into three main levels of complexity and contraction. Grade 1 involves uncontracted letter-for-letter transcription, Grade 2 is the standard contracted format for general literature, and Grade 3 is a highly condensed shorthand for personal notes. There is no internationally recognized or standard system referred to as Grade 4 Braille used for computer graphic coordinates.

12. (B) Initiate Braille training immediately to secure functional literacy as the student's vision declines.
When a student has a progressive visual impairment, it is essential to prepare for future needs while they still have some functional sight. Learning Braille while vision is still present allows the student to pair tactile information with visual cues, making the transition smoother. Delaying instruction until total blindness occurs can create significant gaps in the student's educational and literacy development.

13. (B) 1951
After years of effort to unify the various regional Braille codes used across the Indian subcontinent, the Government of India officially adopted Bharati Braille in 1951. This decision followed the recommendations of a specialized committee that sought to create a phonetically consistent system. This standardization was a landmark achievement that ensured visually impaired students nationwide could use uniform tactile materials.

14. (C) I → III → IV → II
Using a manual slate requires a specific four-step physical process to produce readable Braille text. First, the paper is secured within the metal frame guide pins. Next, the user punches dots from right to left. If more space is needed, the slate is moved down the page. Finally, the paper is removed and flipped over to read the raised characters.

15. (A) I and II only
The Perkins Brailler is an upward-writing machine that produces raised dots on the top of the page, allowing the user to read as they type from left to right. Conversely, a slate and stylus require writing in reverse on the back of the paper. This means the slate user writes from right to left, while the Brailler user writes normally.

16. (C) Dot 3, Dot 2, Dot 1, Spacebar, Dot 4, Dot 5, Dot 6
The Perkins Brailler is designed with a symmetrical layout that accommodates the natural positioning of the fingers on both hands. From the center spacebar, the keys for the left hand correspond to dots 1, 2, and 3 moving outward, while the right hand controls dots 4, 5, and 6. Therefore, the full sequence from left to right is 3-2-1-Space-4-5-6.

17. (B) Interlining offsets the text lines on the second side to fall between the lines of the first side, whereas interpoint offsets the individual dots on the second side to fall in the spaces between the dots of the first side.
Both methods are used to produce double-sided Braille, which significantly reduces the thickness of books. Interlining places the lines of text on the back side in the physical gaps between the lines on the front. Interpoint is more precise, placing the dots of the back side into the empty spaces within and between the dot clusters of the front side.

18. (A) Both A and R are true and R is the correct explanation of A
Electronic Braille note-takers provide students with a compact and powerful alternative to bulky paper volumes. These devices can store thousands of books on a small memory card, allowing for instant searching and navigation. By providing both tactile Braille output and synthetic speech, they offer a flexible learning tool that enhances

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independence and productivity in secondary and higher education environments.

19. (A) Piezo-electric crystal expansion
Modern refreshable Braille displays rely on the piezoelectric effect to raise and lower the tactile pins. When an electric voltage is applied to specific crystals, they physically expand or bend, pushing a small lever that lifts the pin through the display surface. This technology allows for fast, silent, and reliable updates of Braille text as the user navigates digital documents.

20. (C) Converting standard digital text into contracted or uncontracted Braille formats.
Braille translation software is a critical link between digital print and tactile output. Programs like Duxbury take standard text files and apply complex linguistic rules to convert them into the correct Braille codes, including necessary contractions and formatting. This automated process ensures that documents are accurately translated for use with refreshable displays or physical Braille embossers for printing.

21. (B) I, IV, and V only
Industrial Braille embossers are heavy-duty machines designed for high-volume production. They require specialized thick paper to ensure the dots remain durable and do not tear the sheet. Modern units can produce double-sided interpoint Braille and offer various connectivity options for computers. However, they are typically quite noisy, requiring acoustic hoods, and still rely on external software for the translation process.

22. (D) Affixing tactile labels containing both high-contrast print letters and embossed Braille dots.
Universal Design for Learning aims to create environments that are accessible to all individuals simultaneously. By using labels that combine high-contrast print with embossed Braille, the school supports students with low vision, students who are totally blind, and sighted peers. this integrated approach promotes independence for the visually impaired student while maintaining a functional and inclusive environment for everyone.

23. (C) 120 to 150 gsm
Standard office paper is too thin to maintain the structural integrity of embossed Braille dots, which can easily be flattened by the pressure of a reader's fingers. To ensure durability, Braille is typically printed on heavy-weight paper ranging from 120 to 150 grams per square meter. This thickness provides the necessary resistance to keep the dots sharp and tactilely distinct.

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24. (C) Sorting objects by texture → Discriminating raised lines → Tracking single lines → Identifying dot differences.
Developing tactile literacy requires a systematic progression from gross motor skills to fine discrimination. Children must first learn to identify different textures and shapes before moving to more abstract concepts like raised lines. Once they can track a line across a page, they can begin the difficult task of discriminating between the specific dot configurations that form the Braille alphabet.

25. (D) Providing free textbooks, learning materials, and assistive devices to eligible children up to age 18.
Section 17 of the Rights of Persons with Disabilities Act, 2016, focuses on the specific responsibilities of the government to promote inclusive education. It explicitly mandates that every child with a benchmark disability has the right to free education in an appropriate environment. This includes the provision of necessary textbooks and assistive technology at no cost until the age of eighteen.

26. (A) An aluminum grid of octagonal holes where metal pegs are inserted at various angles.
The Taylor Frame is a classic tool used for solving mathematical problems tactilely. It consists of a metal plate perforated with rows of octagonal holes. The user inserts specialized pegs into these holes. Because the holes are octagonal, the pegs can be rotated into eight different positions, each representing a different number or mathematical symbol based on its orientation.

27. (A) Both A and R are true and R is the correct explanation of A
The Cranmer Abacus is a highly efficient tool for mental calculation because it allows the user to quickly set and change numbers by moving beads. Unlike the Taylor Frame, which requires the slow physical manipulation of many individual pegs for each step, the abacus functions as a high-speed memory aid, enabling the user to focus on the arithmetic process itself.

28. (B) Terrence V. Cranmer
The modern abacus used by individuals with visual impairments was developed by Terrence V. Cranmer. He adapted the traditional Japanese Soroban by adding a friction-producing backing to keep the beads from moving accidentally. This modification transformed a standard calculation tool into a reliable tactile device that allows blind students to perform complex arithmetic with great speed and accuracy.

29. (A) A backing of felt or foam behind the rods to generate friction.
A standard abacus has beads that slide very easily, which can be problematic when a user must touch them to read the values. The Cranmer Abacus solves this by placing a layer of felt or foam behind the rods. This creates enough friction to ensure the beads stay in place during tactile exploration, preventing accidental changes to the calculation results.

30. (D) I, II, and III
Taylor pegs are designed with two distinct ends to maximize the amount of information they can represent. One end features a raised bar, and the other features two points. By rotating the bar end in eight different angles within the octagonal holes, digits 1 through 8 are formed. Flipping the peg to use the points end represents 9, 0, and symbols.

31. (D) Real concrete objects → Cranmer Abacus → Advanced mathematical expressions on Taylor Frame.
Mathematical learning should always begin with concrete experiences, using real objects to understand basic counting and quantity. Once these concepts are mastered, the student moves to the Cranmer Abacus to develop speed in arithmetic operations. Finally, the Taylor Frame is introduced to handle the complex spatial layout of advanced equations, long division, and algebraic problems requiring many steps.

32. (C) Algebra pegs with distinct physical shapes on their ends representing letters and operation symbols.
While standard Taylor pegs are sufficient for basic arithmetic, advanced algebra requires a wider variety of symbols. Specialized algebra pegs are used for this purpose, featuring different shapes on their ends to represent letters like x and y, as well as operational signs. These additional pegs allow the student to build and solve complex equations within the octagonal grid.

33. (C) A is true but R is false
A spur wheel is a common tool in tactile geometry kits, featuring a rotating wheel with sharp teeth that creates a line of raised dots on paper. While it is used for drawing diagrams, the purpose of these marks is to provide a tactile path for a blind student to feel, rather than to allow light through for visual grading purposes.

34. (D) Overloading the map surface with highly detailed, dense text written in Grade 1 Braille.
Effective tactile maps must prioritize clarity and simplicity to be useful for touch exploration. Overloading a map with too much information, such as dense Braille labels or excessive details, creates clutter that makes it difficult for the reader to distinguish between different features. Instead, designers should use clear textures and a legend to keep the main map area clean.

35. (A) Plastic Brailon sheets
The Thermoform machine is a duplication tool that uses heat and vacuum pressure to create tactile replicas. A master diagram made of various textures is placed on the machine, and a special plastic sheet called Brailon is laid over it. When heated, the Brailon softens and is sucked down onto the master, creating a permanent, durable, raised plastic copy.

36. (A) I, II, and III only
Creating legible tactile graphics requires using methods that produce clear, distinct relief. Swell paper, multi-textured collage masters, and 3D printing are all effective because they provide a high degree of tactile contrast. Simply laminating a standard print map does not create any raised textures or relief, making it entirely inaccessible to a student who relies on touch.

37. (A) An adapted cylinder with raised tactile markings and an internal floating plastic indicator.
Measuring liquids is a challenge for blind students because standard markings are visual. An adapted graduated cylinder solves this by using raised lines on the outside and a buoyant float on the inside. As the liquid level rises, the float moves upward. By feeling the position of the float relative to the tactile markings, the student can accurately measure the volume.

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(A) Glaucoma (Peripheral loss) – Seating the student in the far corner facing completely away from the classroom.
(B) Macular Degeneration (Central loss) – Seating to allow eccentric viewing, indirect light, and bold print.
(C) Albinism (Photophobia) – Seating the student directly under bright halogen lights next to unshaded windows.
(D) Cataract (Clouded vision) – Seating the student in a completely unlit corner with no secondary illumination.

88. Which of the following is an INCORRECT practice regarding the physical maintenance of a manual Perkins Brailler?
(A) Keeping the physical machine fully covered with an anti-static vinyl dust cover when not in use.
(B) Avoiding dropping solid food crumbs, liquid spills, or rubber eraser shavings into the key slots.
(C) Lubricating the internal mechanical carriage and key systems with heavy, viscous industrial motor oil.
(D) Ensuring the mechanical carriage release lever is operated gently and never allowed to slam back.

89. A student with low vision is learning to read a textbook using a dome (or bright-field) magnifier. What is the primary operational advantage of a dome magnifier for this student?
(A) It must be held steadily at a highly precise distance above the page, which helps train hand muscles.
(B) It electronically projects the captured print image onto a separate external television display screen.
(C) It utilizes optical scanners to automatically translate physical print into real-time spoken audio.
(D) It rests directly on the page, gathering ambient light to illuminate text and resolving hand tremors.

90. The Taylor Frame, which remains a valuable tool for tactile mathematical learning, was invented in the nineteenth century by which educator?
(A) William Henry Taylor
(B) Louis Braille
(C) Alexander Graham Bell
(D) Valentine Hauy

91. On a standard Cranmer Abacus, what is the value represented by a single bead located in the upper deck (above the separation bar) of any column?
(A) 1
(B) 5
(C) 10
(D) 50

92. On a Taylor Frame, how are algebraic operational signs (such as addition, subtraction, multiplication, and division) represented using standard metal pegs?
(A) By inserting specialized multi-colored sliding wooden beads onto fixed horizontal guide wires.
(B) By inserting the point-end of the peg and rotating it into specific diagonal angles.
(C) By placing brightly colored magnetic plastic pins onto a specialized high-contrast grid board.
(D) By pasting standard embossed Braille paper indicator strips directly onto the frame's margin.

93. The Sugamya Bharat Abhiyan (Accessible India Campaign), launched by the Government of India, focuses on achieving universal accessibility across which three primary pillars?
(A) Primary education, maternal health, and rural employment generation.
(B) Built environment, transportation system, and information & communication ecosystem.
(D) Heavy industries, national highways, and clean energy production.
(D) Vocational agriculture, sports infrastructure, and digital banking services.

94. For individuals who are deafblind, which of the following tactile communication systems uses a method where the sender "writes" letters onto the receiver's palm using specific touch patterns?
(A) The Tadoma tactile vibration method
(B) Standard British Sign Language (BSL)
(C) Lorm Alphabet tactile finger-spelling
(D) Optical Character Recognition system

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95. What is the exact mechanical function of a piezoelectric actuator inside a single cell of a modern Refreshable Braille Display?
(A) Heating individual metal pins via thermal coils to make them expand and feel physically larger.

47. (D) Artificial Limbs Manufacturing Corporation of India (ALIMCO)
ALIMCO is a non-profit Public Sector Undertaking that operates under the Ministry of Social Justice and Empowerment. It is the largest manufacturer of assistive devices in India, producing a wide range of products including Braille kits, canes, and wheelchairs. ALIMCO plays a vital role in implementing the ADIP scheme by supplying the hardware distributed to beneficiaries across the country.

48. (C) A is true but R is false
NIEPVD, located in Dehradun, is the premier national institute dedicated to the empowerment of persons with visual disabilities. It conducts research, produces Braille books, and runs model schools. However, it does not function as a licensing or certifying body for all special schools in India; that regulatory and standard-setting role for professional training is primarily handled by the Rehabilitation Council.

49. (B) Regulating professional training courses and maintaining the Central Rehabilitation Register.
The Rehabilitation Council of India is the statutory body responsible for regulating the training of rehabilitation professionals and personnel. It ensures that all special educators and therapists meet high national standards by approving curricula and certifying training institutions. The Council also maintains a central register of all qualified professionals authorized to work in the field of disability in India.

50. (D) Congenital blindness fosters early tactile-spatial discrimination, yielding faster average Braille reading.
Research indicates that children with congenital blindness typically develop higher tactile sensitivity and spatial processing skills at a younger age compared to those who lose sight later in life. This early sensory adaptation allows for more efficient finger tracking and faster processing of complex tactile patterns, generally resulting in higher average Braille reading speeds than seen in adventitious learners.

51. (A) I and II only
The National Education Policy 2020 emphasizes the importance of providing accessible learning materials for all students with disabilities. It specifically calls for the development of high-quality Braille textbooks and the standardization of Indian Sign Language. While the policy encourages the use of technology, it does not suggest phasing out Braille, as tactile literacy remains fundamental for blind students.

52. (C) Promoting Braille, augmentative systems, and other accessible communication modes chosen by disabled persons.
Article 21 of the UNCRPD mandates that governments must take all appropriate measures to ensure that persons with disabilities can exercise their right to freedom of expression and opinion. This includes providing information in accessible formats like Braille and sign language. By promoting these diverse modes of communication, the convention ensures that individuals can participate fully and equally in all aspects of life.

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53. (A) A single alphabet set is phonetically shared across Hindi, Marathi, Bengali, Tamil, and other Indian scripts.
Bharati Braille is a remarkably efficient system because it uses a unified code based on phonetic principles. Each Braille character is assigned to a specific speech sound rather than a visual letter of a particular script. This means that once a student learns the Braille code for a sound, they can read that sound in any Indian language using the system.

54. (D) Offering emotional empathy, introducing non-threatening tactile games, and showing how Braille restores literacy.
Students who experience sudden vision loss often face a difficult psychological transition and may resist learning Braille as a defense mechanism. The most effective approach for a special educator is to provide emotional support while gradually introducing tactile activities. By focusing on the functional benefits of Braille for regaining independence and literacy, the teacher can help the student move toward acceptance.

55. (B) The line feed key located on the left side of the machine.
On a standard Perkins Brailler, the carriage and paper are advanced to the next line using a specific key. This line feed key is a large, easy-to-reach button located on the left side of the main keyboard. Pressing it rotates the paper drum, moving the sheet upward so that the user can begin typing the next line of text.

Windows operating system. It provides access to computers via synthetic speech or Braille displays. It is a purely software-based solution and is not a mechanical device or hardware like an embosser. Understanding the difference between software and hardware is essential for managing assistive technology in classrooms.

75. (A) Both A and R are true and R is the correct explanation of A
Deafblindness is a unique disability that requires specialized communication methods because both primary distance senses, vision and hearing, are affected. For these individuals, tactile information becomes the primary gateway to the world. Tactile sign language and refreshable Braille displays are critical tools because they provide information through the sense of touch, which remains intact and reliable for learning.

76. (B) It reassigns lowercase letters to digits and symbols, using specialized indicator cells to switch modes.
The Nemeth Code is a specialized Braille notation used for mathematics and science. It differs from literary Braille by using standard cells in different ways to represent numbers and symbols. Special indicator characters are used to tell the reader when the code is switching from words to math, allowing complex equations to be written clearly within the six-dot system.

77. (A) Explaining the physical layout, identifying the separation bar and beads, and setting simple numbers.
Effective abacus instruction must begin with a thorough understanding of the device's physical structure. The student must first learn to identify the columns, the separation bar, and the difference between the single beads at the top and the four beads at the bottom. Once the student is comfortable navigating the abacus by touch, they can begin setting and reading basic numbers.

78. (D) I, II, III, and IV
Modern Braille translation software is a versatile tool that supports many different tasks. It can handle standard literary text, complex mathematical equations, and scientific notation. Additionally, it is capable of translating many different languages and scripts into their correct Braille equivalents. This software is the essential engine that drives both refreshable Braille displays and physical Braille embossers in schools and production centers.

79. (D) Embossing on both sides of a page by precisely shifting the reverse lines into the blank spaces of the front.
Interline printing is a technique used in large-scale Braille production to save paper and reduce the size of books. By carefully aligning the lines of Braille on both sides of the sheet, the dots from the back side fall into the empty spaces between the lines on the front. This allows for double-sided printing without the dots interfering with each other.

80. (C) Marrakesh Treaty
The Marrakesh Treaty was adopted to address the "book famine" faced by people with print disabilities. It allows for the creation and cross-border sharing of accessible books without needing permission from copyright holders. This treaty is a major step forward in ensuring that blind and visually impaired individuals around the world have equal access to information, education, and cultural works.

81. (B) He changed the phonetic-grid into an alphabet spelling system based on a 2x3 dot matrix.
Louis Braille's most significant contribution was simplifying the complex military code he inherited. He realized that a phonetic system was difficult to use for standard literacy and instead created an alphabet-based system. By using a compact two-by-three dot matrix, he made the characters small enough to be felt by a single fingertip, which transformed tactile reading into a fluid process.

82. (D) Printing with carbon ink; passing it through a thermal fuser makes the black lines absorb heat and rise.
Swell paper is a specialized material coated with heat-sensitive microcapsules. When images are printed on the paper using high-carbon black ink and then run through a thermal fuser, the black areas absorb more heat than the white areas. This causes the microcapsules to expand, creating a raised tactile version of the printed diagram that can be felt by the user.

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adaptations allow the student to accurately measure and construct geometric figures through touch, matching the sighted curriculum.

65. (B) The student has difficulty discriminating dots; the teacher should use larger 3D models and fresh paper.
Scrubbing is a sign that a student is struggling to identify the specific dot pattern within a cell. This can happen if the dots are worn down or if the student's tactile discrimination skills are not yet fully developed. To help the student, the teacher should provide high-quality embossed materials and use larger tactile models to reinforce the dot configurations.

66. (C) A is true but R is false
Tactile fatigue is a real phenomenon where the fingertips become less sensitive after prolonged periods of intense reading. This occurs because the neural receptors in the skin become temporarily saturated, leading to a decrease in accuracy. However, this is a physiological process in the nervous system and does not involve the actual physical wearing away or erosion of the skin itself.

67. (B) 1844
Although Louis Braille developed his system in the late 1820s, it took many years to gain official recognition. A major turning point occurred in 1844 during the opening of a new building for the Royal Institute for Blind Youth in Paris. A public demonstration of the system's effectiveness led to its official adoption by the school, eventually paving the way for worldwide use.

68. (C) Approximately 5.0 mm
The vertical height of a standard Braille cell is measured from the center of dot 1 at the top to the center of dot 3 at the bottom. This distance is standardized at approximately 5.0 millimeters. This height is carefully designed to fit within the sensitive area of an adult fingertip, allowing the entire character to be sensed without vertical movement.

69. (D) I, II, III, IV, and V
Selecting the right low vision device requires a holistic assessment of the student's life. Educators must consider clinical factors like visual acuity, as well as environmental factors like classroom lighting. Additionally, the device's weight and the student's personal comfort are essential for ensuring it will actually be used. Under the ADIP scheme, family income is also an eligibility requirement.

70. (D) Optacon
The Optacon, which stands for Optical-to-Tactile Converter, was a groundbreaking device used before the widespread adoption of digital text. It used a small camera to scan print letters and instantly converted them into a vibrating tactile image on a fingerpad. This allowed blind individuals to read almost any printed material, such as mail or labels, that was not available in Braille.

71. (B) Using a refreshable Braille display with adjustable pressure, or using jumbo Braille with screen readers.
Students with multiple disabilities, such as visual impairment and cerebral palsy, often struggle with the fine motor control needed for standard Braille. Electronic Braille displays are beneficial because the pins are rigid and cannot be crushed by uneven pressure. Alternatively, using larger "jumbo" Braille or supplementing tactile reading with high-quality audio through a screen reader can provide more accessible learning options.

72. (C) 8
The design of the Taylor Frame relies on the geometry of the octagon. Both the holes in the frame and the shanks of the pegs are octagonal in shape. This allows a peg to be inserted in eight distinct orientations, each rotated by forty-five degrees. This system provides a way to represent eight different numerical values using only a single peg position.

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73. (D) They have a right to home-based education with state support, or free education in neighborhood schools.
The RTE Act, as amended, ensures that all children, regardless of the severity of their disability, have the right to a free and compulsory education. For children with multiple or severe disabilities, this may include the option of home-based education provided by the state. The primary goal is to ensure that no child is excluded from the learning process.

74. (A) NVDA – A hardware-based mechanical Braille embosser designed for mass production.
NVDA, or Non-Visual Desktop Access, is a free, open-source screen-reading software for the

56. (C) To let officers read and write tactical messages in the dark without using light that reveals positions.
Charles Barbier, a captain in the French Army, originally developed "sonography" or night writing as a military tool. His goal was to create a system that would allow soldiers to share information silently and in total darkness during combat. While his twelve-dot phonetic system was eventually rejected by the military, it provided the essential inspiration for Louis Braille's alphabet system.

57. (A) Both A and R are true and R is the correct explanation of A
While screen readers are excellent for quickly processing large amounts of information through speech, they do not provide information about the visual structure of language. Refreshable Braille displays are necessary for students to understand exact spelling, punctuation, and the spatial layout of text. Therefore, using both technologies together provides the most comprehensive and effective access to digital information.

58. (A) Restricting visually impaired students to tactile-only materials while sighted classmates use digital tablets.
Universal Design for Learning focuses on providing all students with multiple means of engagement, representation, and expression. Segregating a student by providing them with only one type of material while their peers use another goes against the principles of inclusion. Instead, all students should have access to materials in various formats that best suit their individual learning styles and needs.

59. (B) Allow free exploration to understand boundaries, size, and orientation, then explain the legend.
When first introduced to a tactile map, a student needs time to build a mental image of the entire layout through touch. Beginning with free exploration allows the student to understand the overall shape and boundaries of the map. Once the student has a basic sense of orientation, the teacher can systematically explain the tactile symbols and the legend.

60. (B) I, II, and IV only
Designing effective tactile diagrams requires balancing accuracy with touch-based clarity. Using distinct textures and adequate spacing between lines helps the student distinguish different parts of a structure. However, including too much microscopic detail is counterproductive, as the human fingertip cannot resolve very fine, crowded patterns, leading to tactile confusion rather than a clearer understanding of the subject.

61. (A) National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD), Dehradun
NIEPVD in Dehradun is the apex national body dedicated to the welfare of people with visual impairments. It serves as a central hub for the production of Braille textbooks and the development of innovative assistive technologies. The institute also maintains a large national library that provides accessible books to blind readers across the country, supporting their education and lifelong learning.

62. (C) Approximately 6.0 mm
In standard Braille formatting, there must be a specific amount of space between adjacent cells to ensure the reader can clearly distinguish where one character ends and the next begins. The center-to-center distance between the same dot positions in two neighboring cells is approximately 6.0 millimeters. This spacing is critical for maintaining tactile clarity and prevented characters from blending together.

63. (D) It builds a direct mental mapping of standard spelling and phonics without complex abbreviation rules.
Beginning Braille instruction with uncontracted Grade 1 Braille ensures that children develop a strong foundation in standard orthography. Since every print letter is represented by its own Braille cell, the student learns to spell words correctly and understands basic phonics. This essential knowledge must be firmly established before the student introduces the hundreds of complex contractions used in Grade 2.

64. (C) Tactile Compass and Protractor – Drawing and measuring physical angles.
Specialized tools are necessary for students with visual impairments to participate fully in geometry lessons. A tactile compass allows students to draw circles with a spur wheel that creates a raised line, while a tactile protractor features embossed degree markings. These

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83. (A) Designing a multisensory lesson where the student handles real objects representing each quality.
Science education for blind students is most effective when it is hands-on and experiential. By using real objects with different textures and temperatures, the teacher provides the student with direct, concrete evidence of physical properties. This multisensory approach is much more meaningful and memorable than simply listening to a description or reading about the concepts in a Braille textbook.

84. (A) Dots 1, 3, 4
Bharati Braille uses a standardized phonetic mapping so that consonants with the same pronunciation in different Indian scripts share one Braille pattern. The consonant Ma is represented by Dots 1, 3, 4. This common encoding promotes consistency, making Braille reading and writing easier for users across multiple Indian languages.

85. (A) 11 x 11.5 inches
The standard size for Braille paper used in a Perkins Brailler is 11 by 11.5 inches. This specific dimension is designed to accommodate the maximum number of Braille cells per line and lines per page while fitting perfectly into the machine's carriage. The heavy-weight nature of this paper ensures that the dots remain crisp and durable during reading and storage.

86. (D) Grade 1 is written letter-for-letter, while Grade 2 uses space-saving contractions to boost reading speed.
Grade 1 Braille is a direct transcription of print, where every letter is represented by its own cell. This is typically used by beginning learners to master spelling. Grade 2 Braille introduces a system of 189 contractions and short-forms that represent whole words or common letter combinations. This significantly reduces the length of documents and increases reading speed for advanced users.

87. (B) Macular Degeneration (Central loss) – Seating to allow eccentric viewing, indirect light, and bold print.
Macular degeneration causes a loss of sharp central vision, making it difficult to read standard print. Students with this condition benefit from seating that allows them to use their peripheral vision more effectively. Using bold print and avoiding direct glare also helps maximize their remaining sight, allowing them to remain engaged with the classroom curriculum alongside their sighted peers.

88. (C) Lubricating the internal mechanical carriage and key systems with heavy, viscous industrial motor oil.
Proper maintenance is essential for the long life of a Perkins Brailler. While the machine should be kept clean and covered when not in use, users should never use heavy industrial oils for lubrication. Such oils can gum up the delicate internal mechanisms and attract dust, eventually causing the keys to stick. Maintenance should only be performed by qualified technicians.

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89. (D) It rests directly on the page, gathering ambient light to illuminate text and resolving hand tremors.
A dome magnifier is a solid glass or plastic lens that is placed directly onto the reading material. This design is highly beneficial for students who have difficulty holding a magnifier steady at a specific distance. Because it sits on the page, it provides a stable image and naturally collects overhead light to brighten the text, making reading easier and less fatiguing.

90. (A) William Henry Taylor
William Henry Taylor was a pioneer in the education of the blind who developed the mathematical frame that bears his name. In the nineteenth century, he created this octagonal grid and peg system to allow blind students to perform the same types of complex mathematical operations as their sighted classmates. His invention remains a vital tool for teaching spatial math concepts today.

91. (B) 5
The Cranmer Abacus is organized into columns, each representing a different place value like ones, tens, and hundreds. In each column, there is a bar that separates the beads into two groups. The single bead located above the bar has a value of five, while each of the four beads below the bar represents a value of one within that column.

92. (B) By inserting the point-end of the peg and rotating it into specific diagonal angles.
The Taylor peg is designed with two different ends to represent different types of information. While the bar end is used for the digits 1 through

8, the end with two points is used for digits 9 and 0, as well as mathematical signs. By rotating the point-end into different positions, the user can represent addition, subtraction, multiplication, and division.

93. (B) Built environment, transportation system, and information & communication ecosystem.
The Sugamya Bharat Abhiyan is a nationwide campaign aimed at creating a barrier-free environment for persons with disabilities. It focuses on making public buildings accessible, ensuring that transportation systems like buses and trains can be used by everyone, and improving access to digital information. By addressing these three pillars, the campaign works toward the full inclusion of disabled people in society.

94. (C) Lorm Alphabet tactile finger-spelling
The Lorm alphabet is a specialized tactile communication system used by individuals who are deafblind. It involves a "sender" touching specific parts of the "receiver's" hand or palm to represent different letters of the alphabet. Each letter has a unique pattern of taps or strokes, allowing for precise and private communication between two people through the sense of touch alone.

95. (D) Applying voltage to a crystal, causing it to bend and push a lever that raises the physical pin.
Piezoelectric technology is the heart of modern refreshable Braille displays. These displays contain crystals that physically deform when they receive an electrical signal. This movement is used to operate a tiny lever mechanism that pushes the Braille pins up through the reading surface. When the signal is removed, the crystal returns to its original shape and the pin drops back down.

96. (C) Training the student in screen readers, electronic note-takers, OCR scanning, and digital library navigation.
Success in higher education for a blind student requires a high degree of technological independence. By mastering a comprehensive suite of tools, the student can independently access textbooks, take notes in real-time, and research information online. This technological proficiency allows the student to compete on equal terms with their sighted peers and prepares them for the demands of a professional career.

97. (B) A saddle-back or ball-shaped ergonomic stylus
For young children or beginners, the traditional thin stylus can be difficult to hold and can cause hand cramps during long writing sessions. Ergonomic styluses with larger, rounded handles are designed to fit comfortably in the palm. These shapes allow the user to apply the necessary pressure more easily, making the process of writing Braille on a slate more comfortable and efficient.

98. (B) 1979
In 1979, the Government of India significantly expanded the role of the National Centre for the Blind in Dehradun by upgrading it to a national institute. This move was intended to centralize research, training, and production services for the visually impaired. Now known as NIEPVD, it continues to be the leading national organization for empowering individuals with visual disabilities across the country.

99. (A) Bold black text on off-white or matte yellow non-glare paper.
Contrast is one of the most important factors for people with low vision. Black text on a white or light-yellow background provides the highest level of contrast, making letters easier to see. Using non-glare paper is also critical, as it prevents overhead lights from reflecting off the page and washing out the print, which can cause significant visual discomfort.

100. (C) Rehabilitation Council of India (RCI)
The Rehabilitation Council of India is a statutory body established under an Act of Parliament to regulate training programs for professionals in the field of disability rehabilitation. It ensures uniformity in the curriculum for special education courses like B.Ed. and D.Ed. across the country, maintaining the Central Rehabilitation Register for all qualified personnel working in this specialized sector.

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CHAPTER 20
Orientation and Mobility

1. Which of the following best defines "Orientation" in the context of Orientation and Mobility (O&M) instruction for individuals with visual impairments?
(A) The physical capacity of an individual to travel safely and efficiently from one point to another in space
(B) The process of using sensory information to establish one's position and relationship to the environment
(C) The systematic use of a long mobility cane to detect surface obstacles and changes in pathway elevation
(D) The mechanical alignment of a traveler's body posture while walking along a predetermined indoor shoreline

2. What is the primary purpose of "Trailing" as a basic O&M technique for a student with visual impairment?
(A) To determine the height, depth, and general elevation of steps before descending them
(B) To protect the upper torso and head from unexpected protruding obstacles in an open room
(C) To signal clearly to passing pedestrians that immediate assistance is required at a street
(D) To maintain a straight line of travel and locate specific landmarks along a continuous wall

3. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): A special educator must ensure that a student with visual impairment learns to identify landmarks rather than relying solely on clues for long-term independent travel.
Reason (R): Landmarks are constant, stable, and easily recognizable environmental features with a known, permanent location, whereas clues are transient and subject to change.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following constitutes a "Shoreline" in orientation and mobility?
(A) A temporary sound clue, such as a dog barking at a fixed time every day along the travel route
(B) The imaginary straight line projected ahead by a traveler using the diagonal cane technique
(C) The continuous border where two distinct surface textures meet, such as grass bordering a concrete sidewalk
(D) The physical distance maintained consistently between a blind traveler and their sighted guide

5. Consider the following statements regarding "Squaring Off" in orientation and mobility:
I. It involves placing the back, heels, or side of the body flat against a flat surface.
II. Its primary objective is to establish a line of travel perpendicular or parallel to that surface.
III. It can only be performed when using a smart or electronic cane.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

6. A student with visual impairment is learning to locate food items on their dinner plate. The educator instructs the student using the "Clockwise Direction" system. If the student is told that the vegetable curry is at "2 o'clock," where should they reach on their plate?
I. Towards the upper right quadrant of the plate
II. Directly in front of them at the bottom center
III. Near the edge of the plate, away from their body
Which of the statements given above are correct?

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21. A student in a resource room is searching for a dropped eraser on the floor. The special educator instructs the student to use a structured "Search Pattern" to locate it. Which method is most systematic and efficient for this purpose?
(A) Using a systematic grid or spiral search pattern with hands flat on the floor
(B) Walking randomly around the immediate room until the foot contacts the dropped object
(C) Kicking the feet outward in wide circular arcs from a stationary standing position
(D) Sweeping the floor with a heavy broom while listening for the sound of physical impact

22. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The "Upper Body Protection" technique requires the arm to be held horizontally across the chest, elbow bent at a 90-degree angle, with the palm facing outward.
Reason (R): This posture absorbs the impact of obstacles at chest or head level and protects the face from open cabinet doors or branches.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

23. What is the correct hand and arm position for the "Lower Body Protection" technique?
(A) Arm extended straight out in front of the traveler's body at shoulder height, palm facing down to detect obstacles
(B) Arm extended diagonally downward across the body, hand about 10-12 inches away, back of hand facing out
(C) Arm extended diagonally downward across the groin area, palm facing inward to protect the lower pelvis
(D) Both hands placed firmly on the hips to stabilize the center of gravity and maintain physical balance

24. Consider the following practices regarding the implementation of "Room Familiarization" for a student with visual impairment entering a new classroom:
I. Taking the student on a tour starting from a fixed home base, such as their desk.
II. Exploring the perimeter of the room sequentially to locate doors, windows, and cupboards.
III. Having the student run across the room to build confidence in open spaces.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

25. Consider the following guidelines for providing "Oral Descriptions" to orient a blind student to a new environment:
I. Use precise directional terms (e.g., "to your left," "three steps forward") rather than vague terms (e.g., "over there").
II. Describe the environment from the student's spatial perspective, not the educator's.
III. Include salient auditory and olfactory landmarks that the student can perceive.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

26. In building map reading skills for students with visual impairment, tactile maps are introduced. What is the recommended sequence for teaching tactile map navigation?
(A) Symbol keys → Immediate familiar space → Classroom layout → Entire school map
(B) Complex outdoor maps → Simple neighborhood maps → Classroom layouts → Tactile symbol keys
(C) Braille legends → Abstract geographical maps → School layouts → Classroom floor plans
(D) Sighted-guide tour → Recorded audio descriptions → Detailed relief maps → Tactile symbols

27. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): When teaching a student to use a tactile map, the educator should encourage the use of both hands.
Reason (R): Bimanual exploration allows one hand to act as a stationary reference point (anchor) while the other hand explores new details.
(A) Both A and R are true and R is the correct explanation of A

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(D) The traveler holds both shoulders of the guide while walking directly behind them.

14. During the Sighted Guide technique, what is the standard hand position and grip of the traveler?
(A) The traveler firmly interlocks fingers with the guide's dominant hand to maintain a secure physical link.
(B) The traveler tightly grasps the guide's wrist with both hands to receive immediate movement feedback.
(C) The traveler grasps the guide's arm above the elbow, fingers on the inside and thumb outside.
(D) The traveler wraps their arm securely around the guide's shoulder to walk side-by-side during travel.

15. Consider the following steps for negotiating a "Narrow Space" (such as a narrow doorway or crowded aisle) using the Sighted Guide technique:
I. The guide moves their arm back and centers it behind their own lower back.
II. The traveler steps directly behind the guide, extending their arm to avoid stepping on the guide's heels.
III. The guide verbally commands the traveler to halt before passing through.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

16. When assisting a student with visual impairment to sit in a chair using the Sighted Guide technique, the guide should:
(A) Gently push the student onto the seat from behind without giving any prior verbal or physical warning
(B) Sit in the chair first to demonstrate its absolute stability and structure before the student sits
(C) Place the student's hand on the chair back or arm, letting them explore and sit independently
(D) Verbally describe the chair's color, fabric, and design before physically helping them sit down

17. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): When ascending a staircase with a sighted guide, the guide should pause briefly at the edge of the first step.
Reason (R): This pause, combined with the guide's upward body movement, signals to the traveler that they are about to ascend.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

18. When navigating a muddy path or uneven terrain using the Sighted Guide technique, the guide should:
(A) Significantly increase walking speed to minimize the traveler's total contact time with the muddy area
(B) Lift the traveler completely off the ground to cross the muddy or uneven section without any contact
(C) Ask the traveler to walk ahead and use their long cane independently while the guide follows behind
(D) Slow down, maintain a steady pace, and verbally inform the traveler of upcoming terrain changes

19. A special educator is guiding a blind student, Amit, through a busy school corridor. They approach a narrow doorway. The educator silently places their guiding arm behind their back. Amit immediately steps directly behind the educator, and they pass through safely. What aspect of the Sighted Guide technique does this scenario demonstrate?
(A) Physical cueing for narrow spaces
(B) Shorelining along a human guide
(C) Trailing using a physical proxy
(D) Orientation through kinetic models

20. Consider the following components of "Pre-Cane Skills" taught to young children with visual impairment:
I. Upper body protection technique
II. Lower body protection technique
III. Room familiarization and search patterns
IV. Mastery of the two-point touch technique with a long cane
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

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(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

7. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): "Sound Masking" can pose a severe safety hazard to a visually impaired pedestrian attempting to cross an intersection.
Reason (R): Sound masking occurs when a loud, irrelevant environmental noise drowns out critical auditory cues, such as the sound of approaching traffic or pedestrian signals.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. In acoustic orientation, what is a "Sound Shadow"?
(A) The echo produced when a traveler claps their hands to locate a distant wall
(B) The electronic high-frequency signal emitted by an ultrasonic smart mobility cane
(C) An area where sound waves are blocked or diminished by a large physical object
(D) The natural amplification and reverberation of ambient sound in an empty corridor

9. During an outdoor travel session, Rohan, a student with absolute blindness, is unable to hear the hum of a nearby transformer because of the roaring sound of a generator operating at an adjacent construction site. Consequently, Rohan misses his turn. Which phenomenon has Rohan experienced?
(A) Echoic interference
(B) Sound shadow
(C) Auditory lateralization
(D) Sound masking

10. Consider the following statements regarding the roles played by the non-visual senses during Orientation and Mobility (O&M) training for children with visual impairment:
I. Kinesthetic sense helps in identifying changes in slope and gradient of a path.
II. Olfactory sense helps in identifying landmarks such as bakeries, pharmacies, or wet waste areas.
III. Tactile sense helps in identifying changes in floor textures (e.g., transition from carpet to marble).
IV. Auditory sense helps in determining the direction of traffic flow and localizing sound sources.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

11. Why is a "Blindfold" (or sleep shade) systematically used during the training of special educators and O&M specialists?
(A) To simulate physiological blindness so that the trainee can experience absolute sensory deprivation clinically
(B) To prevent reliance on residual vision, forcing trainees to understand the demands of non-visual travel
(C) To test the trainees' biological hearing capacity and spatial localization in high-stress outdoor environments
(D) To fulfill the mandatory training guidelines of national professional certification bodies regarding clinical study

12. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In the Sighted Guide technique, the person with visual impairment should grasp the guide's arm just above the elbow.
Reason (R): Grasping the arm at this location provides the traveler with immediate feedback regarding the guide's gait, body posture, and direction changes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. When using the Sighted Guide technique, what is the correct stance and relative position of the guide and the traveler?
(A) The traveler walks half to one full step behind the guide, slightly to one side.
(B) The traveler walks one full step ahead of the guide to detect physical obstacles first.
(C) The guide and the traveler walk shoulder-to-shoulder, holding each other by the waist.

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. What is the fundamental limitation of using Pre-Cane protective techniques in open outdoor spaces?
(A) They require constant active cognitive mapping, which rapidly causes high mental fatigue
(B) They do not protect the traveler from steps, drop-offs, or low obstacles below the waist
(C) They cannot be used effectively or systematically if the traveler has normal biological hearing
(D) They make the traveler appear too visually conspicuous or unusual in busy public settings

29. Simran is a newly enrolled Grade 1 student with congenital blindness. Before introducing a cane, her special educator wants to teach her how to safely walk from her classroom desk to the water cooler, which is along a straight wall in the corridor. The educator teaches Simran to slide the backs of her fingers lightly along the corridor wall. What technique is Simran using?
(A) Trailing
(B) Squaring off
(C) Shorelining
(D) Radial searching

30. Consider the following types of mobility canes used by individuals with visual impairment:
I. Identification (Symbol) Cane
II. Long (Travel) Cane
III. Support Cane
IV. Kid-Cane / Early Childhood Cane
Which of the statements given above are correct?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

31. What is the primary function of an "Identification Cane" (or Symbol Cane)?
(A) To support the physical body weight and balance of a traveler with severe motor issues
(B) To serve as a primary tool for the two-point touch technique in rugged outdoor terrain
(C) To accurately detect major changes in elevation and steep stairs from a distance of several paces
(D) To signal to others that the user is visually impaired, rather than for obstacle detection

32. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The length of a traveler's long cane should generally reach from the ground to their sternum (breastbone).
Reason (R): A cane of this height provides the traveler with two steps of preview, allowing them enough time to react and stop before stepping into a hazard.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

33. A mobility instructor is assessing a student to prescribe a long cane. The instructor must evaluate factors like the student's height, walking speed, and reaction time. Which of the primary considerations for cane selection is directly linked to determining the correct cane length?
(A) Tip wear rate
(B) Walking speed and stride length
(C) Grip diameter
(D) Portability and folding mechanism

34. What are the main physical components of a standard folding long cane?
(A) Receiver, transmitter, battery, shaft, and roller tip
(B) Handle, orthotic cuff, telescoping shaft, rubber tip, and shock absorber
(C) Laser pointer, compass, grip, shaft, and marsh tip
(D) Grip, wrist loop, shaft, joints (ferrules), elastic cord, and tip

35. Consider the following statements about different types of cane tips:
I. Roller tips are ideal for continuous contact techniques (Touch and Drag) because they roll smoothly over cracks.
II. Pencil tips are thin and lightweight, offering excellent tactile feedback, but they easily get stuck in cracks.
III. Marshmallow tips are bulky, heavy, and reduce tactile sensitivity, making them obsolete.
IV. Metal glide tips are durable and slide easily

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(D) An electronic braille typewriter to type her name directly on the line

50. What does the "Touch and Drag" (or Constant Contact) cane technique involve?
(A) Lifting the cane high and systematically dragging it behind the body like a tail
(B) Using the cane as a structural support staff to push off the ground with steps
(C) Tapping the cane only when a major change in surface texture is aurally heard
(D) Keeping the cane tip in continuous contact while sweeping side to side

51. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): A student with visual impairment should be encouraged to use their residual vision as much as possible during orientation activities.
Reason (R): Maximizing the use of residual vision, combined with non-visual sensory training, enhances spatial mapping and travel efficiency.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

52. Which term describes the process of aligning the side of one's body parallel to an object, such as a wall or curb, to establish a line of travel parallel to it?
(A) Squaring off
(B) Sighted guiding
(C) Parallel alignment
(D) Shorelining

53. What is the first step in the "Room Familiarization" process for a student with visual impairment entering their new resource classroom?
(A) Establishing an easily accessible home base, like the student's desk
(B) Memorizing the physical locations and names of all classmates in the room
(C) Drawing a detailed tactile map of the room layout on a thick braille sheet
(D) Standing in the center of the room and spinning around to check acoustics

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54. Consider the following procedures for a visually impaired person to identify different denominations of paper currency notes:
I. Aligning the note with a physical folding template (such as a measuring scale) to measure its length and width.
II. Utilizing a dedicated mobile application for audio-tactile feedback.
III. Feeling the raised tactile identification marks (shapes) printed on the left side of the higher denomination notes.
IV. Measuring the thickness of the paper stock, as higher denominations are significantly thicker.
V. Looking at the watermark under direct sunlight.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and V only
(C) II, III, and IV only
(D) I, II, III, IV, and V

55. Consider the following roles and responsibilities of a Special Educator in O&M training:
I. Conduct preliminary screenings of sensory and motor skills related to O&M.
II. Teach basic pre-cane, sighted guide, and simple indoor orientation techniques.
III. Collaborate with certified O&M specialists for advanced outdoor and traffic navigation training.
IV. Prescribe and fit high-power ophthalmic lenses for low-vision travel.
V. Adapt school environments by adding tactile pathways and clear signage.
Which of the statements given above are correct?
(A) I, II, III, and V only
(B) I, III, and IV only
(C) II, IV, and V only
(D) I, II, III, IV, and V

56. What does the term "Clue" mean in Orientation and Mobility terminology?
(A) A permanent physical object of known location used to determine exact spatial position
(B) A specific verbal instruction or direction cue given by a sighted companion
(C) A temporary sensory stimulus helping a traveler determine position or direction
(D) A braille label placed permanently on a classroom door for identification

the fingers to distinguish critical features.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. What is an "Auditory Map"?
(A) A physical tactile map that plays different musical notes or tones when touched
(B) A verbal or recorded route description detailing landmarks and distances sequentially
(C) A high-frequency active sonar scan displayed visually on a portable digital tablet screen
(D) A standard braille map embedded with functional micro-speakers for sound output

44. When training a student in independent living skills (ILS), which of the following is an essential prerequisite for "Personal Grooming"?
(A) The physical ability to write a standard signature using a plastic stencil
(B) Tactile identification and structured organization of personal care products
(C) Complete mastery of the stationary diagonal cane technique in indoor areas
(D) High-level acoustic orientation and localization using environmental sound shadows

45. Consider the following components of "Gait and Posture" training for children with visual impairment:
I. Correcting head tilt (e.g., blindisms like head weaving or downward tilt).
II. Ensuring proper heel-to-toe stride patterns to prevent shuffling.
III. Maintaining an upright spine and relaxed shoulders.
IV. Developing symmetrical arm swing patterns while walking without a cane.
V. Encouraging a wide-based, flat-footed stance for permanent stability.
Which of the statements given above are correct?
(A) I, II, III, and IV only
(B) I, III, and V only
(C) II, III, and IV only
(D) I, II, III, IV, and V

46. What is the "Clock Method" used for in teaching eating skills and dining etiquette to individuals with visual impairments?
(A) Timing how long it takes to finish a meal to match general social norms
(B) Setting the dining room table in a chronological sequence starting at twelve o'clock
(C) Locating food items on a plate by referencing positions to clock face hours
(D) Keeping close track of medication times during daily breakfast and dinner

47. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Indian paper currency notes include specific design features to assist individuals with visual impairments in identifying different denominations.
Reason (R): These features include raised tactile identification shapes and bleed lines on the margins, alongside systematic variations in note dimensions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

48. Consider the following tactile identification features of coins:
I. Differences in the size and diameter of the coins.
II. Variations in the thickness of the coins.
III. Distinct edge serrations or ridges (e.g., smooth vs. milled edges).
IV. Tactile braille numbers printed on the face of the coins.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II and IV only
(C) I and III only
(D) I, II, III, and IV

49. A special educator is training Preeti, a blind adult, to sign official bank documents. Which adaptive device and technique should the educator introduce to help Preeti write her signature consistently?
(A) An advanced audio recorder to record vocal consent on digital devices
(B) A plastic or metal signature guide stencil placed over the line
(C) A high-intensity magnifier to locate the exact borders of the paper

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faster to print than standard raised lines
(C) Distinct textures help protect the delicate paper surface from ambient moisture
(D) Varying textures allow the tactile map to be read through thick gloves in winter

84. When training a student in the "Sighted Guide" technique, how should the guide handle a situation where they must walk through a very narrow doorway?
(A) Physically lift the student and carry them through the narrow doorway without pausing
(B) Walk backwards through the doorway slowly while continuously facing the traveling student
(C) Put their arm behind their back, prompting the student to step directly behind them
(D) Tell the student to wait outside the door while they check the safety of the room first

85. What is the primary purpose of the "wrist loop" attached to the grip of a long cane?
(A) To hang the cane up when it is folded and not in use
(B) To keep the cane secured to the wrist during active travel so it does not drop into traffic
(C) To act as a secondary grip for two-handed use
(D) To measure the width of the user's wrist

86. Which sensory system is most directly involved in detecting "gradients, slopes, and curb ramps" during independent travel?
(A) Auditory system and sound localization
(B) Olfactory system and scent detection
(C) Vestibular and balance control systems
(D) Kinesthetic and proprioceptive systems

87. During O&M instruction, what does the term "Preview" refer to?
(A) The visual distance a traveler with low vision can see directly ahead
(B) The distance ahead cleared by the cane before stepping into it
(C) The verbal route description provided before a physical journey begins
(D) The tactile examination of a raised-line map prior to active traveling

88. When teaching a student to use the "Touch and Drag" technique, what should the width of the cane's arc be?
(A) Equal to the traveler's physical height
(B) Exactly twelve inches on the right side only
(C) Two inches wider than the shoulders on each side
(D) As wide as the entire sidewalk to clear obstacles

89. Which of the following is the most suitable method for a student with absolute blindness to promote independent living skills (ILS)?
(A) Sorting clothes by color using highly contrastive visual labels and markers
(B) Asking a sighted family member or friend to select and pick out clothes daily
(C) Only buying and wearing completely identical black and white clothing items
(D) Using distinct physical textures, tactile tags, or audio labels on garments

90. What is the correct way to hold a long cane when using the "Two-Point Touch" technique?
(A) Held in the dominant hand, index finger extended down the flat grip, centered in front
(B) Held firmly with both hands directly in front of the chest, tapping the ground vertically
(C) Held loosely by the wrist loop, letting the cane swing freely like a heavy wall pendulum
(D) Held completely horizontally at waist level with both hands to block oncoming travelers

91. When a visually impaired traveler detects a step-down (e.g., a curb) with their long cane, what is the correct immediate action?
(A) Step forward quickly to maintain momentum and balance across the curb
(B) Stop, locate the drop-off with the cane tip, and step down carefully
(C) Tap the cane three times loudly to alert nearby pedestrians on the road
(D) Immediately turn around 180 degrees and find an alternate travel route

92. What is the main advantage of a "Rigid (non-folding) Cane" over a "Folding Cane"?
(A) It is structurally much lighter, more compact, and easier to store in a standard backpack
(B) It provides superior tactile feedback and vibration transmission from the ground
(C) It can be easily and quickly adjusted in length to fit different travelers
(D) It has a low-profile design that is less likely to be noticed by the public

93. In tactile map design, what do "raised lines of different heights" typically represent?

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57. Tarun, a student with low vision, is traveling down a school hallway. He notices that the floor changes from bright white tiles to dark grey carpet, which helps him identify the entrance to the library. However, under dim lighting, he struggles to perceive this transition and occasionally trips. What does this scenario illustrate?
(A) The complete failure of acoustic shorelining techniques
(B) The superiority of non-visual clues over visual ones
(C) The clear need for an electronic travel navigation device
(D) How contrast and lighting affect visual clue utilization

58. Which of the following is an example of an "Olfactory Landmark" in a neighborhood environment?
(A) The scent of a bakery located at an intersection
(B) The clear sound of a school bell at school dismissal
(C) The physical transition from concrete sidewalk to grass
(D) The noticeable physical slope of a concrete curb ramp

59. When executing the "Diagonal Cane Technique," where should the cane tip be positioned relative to the ground?
(A) Tapped continuously on the left and right sides of the body at shoulder width
(B) Held an inch above or lightly touching the ground on the opposite side
(C) Held completely vertically directly in front of the nose to clear central space
(D) Dragged continuously along the corridor wall at waist height for trailing

60. Consider the following essential elements of "Eating Etiquette" taught to visually impaired students:
I. Systematically placing utensils (fork, knife, spoon) in fixed locations relative to the plate.
II. Using a piece of bread or a fork as a "pusher" to help load food onto a spoon.
III. Checking if the cup is full by placing the index finger lightly inside the rim while pouring.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

61. Why is "Posture" correction critical during O&M training?
(A) Compensatory postures affect the traveler's balance, safety, and social acceptance
(B) Poor physical body posture significantly increases the felt weight of the long cane
(C) Correct body posture is required to make electronic travel devices function well
(D) It is a key requirement for standard school physical activity and physical development

62. Which of the following is the most suitable method for a blind student to independently locate a dropped metallic coin on a desk?
(A) Blowing air strongly across the desk surface to hear where the coin rolls
(B) Using a small handheld magnetic tool to scan the entire flat desk surface randomly
(C) Sweeping the hand in a systematic zigzag pattern with fingers flat on the desk
(D) Tapping the desk with a folding cane until a clear metallic clink is heard

63. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Sighted guide techniques should be faded out as a student develops proficiency with the long cane.
Reason (R): Over-reliance on a sighted guide limits the student's opportunities to develop spatial cognitive mapping and personal autonomy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

64. What is the standard way a sighted guide should convey the presence of a closed door to a visually impaired traveler?
(A) Open the closed door quickly and push the traveler through ahead of them
(B) Verbally instruct the traveler to switch to the diagonal cane technique
(C) Pause, state which way it opens, and let the traveler assist in closing it
(D) Lift the traveler's hand to touch the metal

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door handle from directly behind

65. When using the Sighted Guide technique to ascend a flight of stairs, what must the guide do when they reach the top landing?
(A) Immediately continue walking forward at a much faster pace
(B) Pause with both feet on the landing to signal the climb is complete
(C) Say the word stop in a very loud voice and release the traveler's grip
(D) Have the traveler immediately turn around to verify the exact step count

66. Consider the following primary considerations that an O&M specialist must analyze before selecting and customizing a long cane for a user:
I. User's height and physical stature
II. User's walking speed and stride length
III. User's reaction time and sensory integration abilities
IV. The primary travel environment (indoor vs. outdoor)
Which of the statements given above are correct?
(A) I and II only
(B) II, III, and IV only
(C) I, II, and III only
(D) I, II, III, and IV

67. The "Marshmallow Tip" of a long cane is characterized by which of the following features?
(A) It is a large tip that does not easily get stuck in pavement cracks
(B) It is thin, metallic, and specifically designed to slide into narrow wall cracks
(C) It is made of soft synthetic foam to absorb physical walking shocks
(D) It is an electronic sensor tip that vibrates continuously when wet

68. Which cane technique is most appropriate when a traveler wants to explore a wide, unfamiliar outdoor pavement with many cracks and textural changes?
(A) Sighted guide technique
(B) Diagonal cane technique
(C) Constant contact technique
(D) Upper body protective technique

69. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Auditory maps are highly beneficial for individuals who have acquired visual impairment later in life.
Reason (R): Auditory maps reduce the cognitive load of translating abstract tactile symbols into three-dimensional spaces.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

70. When a traveler with a visual impairment wants to cross a busy road without traffic signals, what is the safest and most recommended procedure?
(A) Step onto the road and wave the cane vertically to force traffic to stop
(B) Run quickly across the street when the sound of engines seems distant
(C) Use the diagonal cane technique to actively block oncoming vehicles
(D) Wait for a gap in traffic by listening, or ask for sighted assistance

71. What does a "Tactile Map" use to represent environmental features like roads, buildings, and parks?
(A) High-contrast dyes
(B) Raised lines and textures
(C) Interactive voice recordings
(D) Holographic projections

72. Consider the following self-care and independent living skills (ILS) that an educator must integrate into the curriculum for blind learners:
I. Differentiating between laundry items using tactile tags or safety pins.
II. Organizing medications using braille labels or pill organizers.
III. Pouring liquids into a glass using auditory or weight-based feedback.
IV. Identifying different denominations of paper currency.
V. Operating standard household appliances safely using tactile bump dots.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and V only
(D) I, II, III, IV, and V

73. Which of the following is a key landmark in an indoor school building layout?
(A) A large plastic trash can placed temporarily in the hallway

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(B) A teacher standing near the central staircase talking to students
(C) A wooden chair left randomly in the middle of the classroom
(D) A permanently installed water cooler at the end of the corridor

74. When teaching signature writing, what is the primary limitation of using a free-hand writing method without any adaptive devices for a congenitally blind individual?
(A) Drifting, overlapping letters, and failing to maintain consistency
(B) The written signature will naturally be too small to be legible
(C) It causes immediate and severe physical strain on the writer's wrist
(D) It requires the writer to use a specialized braille pen that is difficult to source

75. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In O&M, a "Landmark" must have a known and fixed location in the environment.
Reason (R): A classroom door can serve as a landmark, whereas a moving food trolley in a hospital corridor cannot.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. What is the term for the tactical alignment of the traveler's body relative to an object to establish direction before crossing an open space?
(A) Trailing
(B) Squaring off
(C) Sound shadowing
(D) Kinesthetic mapping

77. Which of the following is a "Clue" rather than a "Landmark"?
(A) The scent of perfume as a person walks past in a corridor
(B) The physical threshold of a permanent door frame
(C) A permanent tactile guide pathway installed on a train platform
(D) A concrete ramp at the entrance of a school

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78. When negotiating a staircase with a sighted guide, how many steps ahead of the traveler should the guide remain?
(A) Exactly two steps ahead
(B) Side-by-side on the same step
(C) Exactly one step ahead
(D) Three steps ahead to monitor balance

79. During O&M training, what does "Kinesthetic Sense" refer to?
(A) The perception of sound frequency changes as a traveler walks past a wall
(B) The sensory ability to smell minor changes in the outdoor ambient air quality
(C) The visual perception and detection of light contrast changes on a walkway
(D) Sensory awareness of joint position, muscle movement, and body alignment

80. What is the main structural disadvantage of a "Telescoping Cane" compared to a "Rigid Cane"?
(A) It is much too heavy and cumbersome to carry for long durations
(B) It cannot be easily or safely fitted with a standard roller tip
(C) Joints may wear out, causing it to collapse under heavy pressure
(D) It requires frequent professional calibration for balance alignment

81. Which cane technique is primarily used by a traveler in a familiar, controlled indoor environment to provide passive protection of the lower torso without making a sweeping sound?
(A) Two-point touch technique
(B) Diagonal cane technique
(C) Constant contact technique
(D) Slide technique

82. Which of the following tactile markings is found on the Indian ₹500 currency note to assist visually impaired individuals in identification?
(A) A raised circle on the left side
(B) A raised triangle on the far right side
(C) A raised square on the right side
(D) Five raised bleed lines on both edges

83. Why are "Tactile Maps" typically printed with varying textures rather than just different elevations?
(A) Textures are easier for fingertips to differentiate than slight height changes
(B) Varying textures are much cheaper and

ANSWERS

1. (B) The process of using sensory information to establish one's position and relationship to the environment
Orientation is the cognitive process through which individuals with visual impairments utilize their remaining senses to establish their position and relationship to other objects in their environment. This process involves the systematic collection and interpretation of sensory data from auditory, tactile, and olfactory sources to maintain spatial awareness and navigate safely through various surroundings.

2. (D) To maintain a straight line of travel and locate specific landmarks along a continuous wall
Trailing is a fundamental mobility technique used to maintain a straight path of travel and locate specific objects or landmarks. By maintaining continuous contact with a parallel surface, such as a wall, travelers can gather tactile information about their environment. This method ensures spatial alignment while providing physical cues to identify essential destinations along a designated route.

3. (A) Both A and R are true and R is the correct explanation of A
Effective independent travel requires distinguishing between stable landmarks and transient clues. Landmarks are permanent environmental features with fixed locations, offering reliable references for orientation. In contrast, clues are temporary and subject to change, making them less dependable for long-term navigation. Educators emphasize landmark identification to build a robust mental map and ensure consistent spatial awareness during travel.

4. (C) The continuous border where two distinct surface textures meet, such as grass bordering a concrete sidewalk
A shoreline represents a distinct boundary where two different surface textures or terrains meet, providing a continuous line for navigation. Examples include the edge where a concrete sidewalk meets a grass lawn or a building wall. Travelers use these tactile borders to maintain their direction of travel and identify specific locations without relying on constant visual input.

5. (A) I and II only
Squaring off is a tactical alignment procedure used to establish a precise line of travel relative to a flat surface. By placing the back or heels against an object like a wall, the traveler can project a path that is either perpendicular or parallel to that surface. This technique is essential for crossing open spaces or navigating hallways accurately.

6. (B) I and III only
The clock system is a spatial reference method used to help individuals with visual impairments locate items on a circular surface like a dinner plate. In this system, twelve o'clock is at the top and six o'clock is at the bottom. Therefore, two o'clock is positioned in the upper right quadrant, situated away from the traveler's body.

7. (A) Both A and R are true and R is the correct explanation of A
Sound masking is a phenomenon where loud or irrelevant environmental noises interfere with the perception of critical auditory cues. In orientation and mobility, this can be dangerous as it may drown out the sounds of approaching vehicles or pedestrian signals. Identifying these auditory interferences is crucial for travelers to safely determine the appropriate time to cross busy streets.

8. (C) An area where sound waves are blocked or diminished by a large physical object
A sound shadow refers to an area where the intensity of sound waves is significantly reduced because a large physical object blocks the direct path from the source. For travelers with visual impairments, these shadows serve as important auditory landmarks. Detecting these changes in sound intensity helps individuals identify the presence of large structures like buildings or walls.

9. (D) Sound masking
Sound masking occurs when a prominent noise, such as a construction generator, overpowers or

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(A) Varying importance levels of geographical features like roads
(B) Different average temperatures of the mapped geographic regions
(C) The legal speed limit of the various transit roads represented
(D) The historical significance of the architectural buildings mapped

94. What is the role of "Auditory Localization" in Orientation and Mobility?
(A) The developmental ability to translate braille characters into speech output
(B) The physiological process of echolocating by clicking one's tongue rapidly
(C) Identifying the source, distance, and direction of environmental sounds
(D) The mechanical adjustment of volume controls on an assistive hearing aid

95. When teaching a student with visual impairment to use an escalator, what is the first step in the training process?
(A) Gently pushing the student onto the moving escalator step from directly behind
(B) Asking an available stranger to carry the student completely up the escalator
(C) Instructing the student to run quickly up the moving steps to avoid tripping
(D) Listening to the hum, locating the handrail, and feeling the step transition

96. Which of the following adaptive strategies is most helpful for a blind student learning to pour a hot beverage independently?
(A) Pouring very quickly to finish before the liquid cools down
(B) Feeling the outside of the cup with the palm for heat rise
(C) Using a liquid level indicator placed on the rim of the cup
(D) Memorizing the exact number of seconds to fill a standard mug

97. What is the key focus of "Transition Planning" in O&M training for secondary school students?
(A) Teaching the student to systematically use a braille typewriter for exams
(B) Moving from indoor school travel to community and public transport navigation
(C) Helping the student transition smoothly from a manual to a motorized wheelchair
(D) Preparing the student for detailed theoretical exams on eye anatomy and health

98. When a visually impaired traveler is using a "Sighted Guide" to pass through a heavy self-closing door, what is the correct action of the guide?
(A) Open the door and walk through quickly, letting the door close behind them
(B) Instruct the traveler to crawl under the door to avoid being hit by it
(C) Ask the traveler to hold the door open while the guide passes through first
(D) Open the door and hold it, letting the traveler touch the frame and assist

99. Which of the following is an example of an "Auditory Landmark" in a school setting?
(A) The hum of a permanently installed server room air conditioner
(B) The temporary sound of a moving cart of library books in the corridor
(C) The sound of a student laughing loudly in the hallway during recess
(D) The temporary sound of footsteps passing outside the classroom door

100. Why is the "Grip" of a long cane often designed with one flat side?
(A) To prevent the cane from rolling away when laid flat on a table or desk surface
(B) To make the cane significantly lighter in total weight and easier to carry daily
(C) To help align the index finger on the flat surface for straight cane movement
(D) To accommodate a digital display screen or battery for electronic smart devices

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over rough concrete surfaces.
V. Ceramic tips offer high auditory feedback but are brittle.

Which of the statements given above are correct?
(A) I, II, IV, and V only
(B) I, III, and V only
(C) II, III, and IV only
(D) I, II, III, IV, and V

36. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):

Assertion (A): In the "Diagonal Cane Technique," the cane is held across the body in a stationary position with the tip slightly off the ground on the opposite side.

Reason (R): This technique is primarily used in familiar, controlled indoor environments to clear a path directly in front of the traveler.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

37. Which of the following describes the correct mechanics of the "Two-Point Touch Technique"?
(A) The cane is swung in an arc matching shoulder width, tapping the ground on alternate sides
(B) The cane is held firmly with both hands and tapped twice on the left side, then twice on the right
(C) The cane tip is dragged continuously along the ground surface without being lifted at any point
(D) The cane tip is lifted to waist height at the peak of each swing to detect low-hanging branches

38. When utilizing the Two-Point Touch Technique, what is the critical rule of "Out-of-Phase" coordination?
(A) The cane tip should touch the ground on the right side when the right foot steps forward.
(B) The cane must remain stationary while the traveler steps forward with both feet.
(C) The traveler must tap the cane at a tempo twice as fast as their walking pace.
(D) The cane tip should touch the ground on the left side when the right foot steps forward.

39. An O&M instructor is training an adolescent student, Kabir, to travel independently to his vocational training center. Kabir has to board a public bus. The instructor teaches him to use his cane to find the edge of the bus step, locate the handrail, and clear the space before stepping up. Which cane technique is most appropriate for locating the first step of the bus?
(A) Diagonal cane technique
(B) Two-point touch technique
(C) Shorelining technique
(D) Constant contact technique

40. Consider the following guidelines for a visually impaired traveler when "Asking for Help" from the public:
I. State clearly what assistance is needed (e.g., "Could you please guide me to platform number 3?").
II. Accept assistance blindly even if the helper tries to push or pull them without permission.
III. Instruct the helper to act as a sighted guide rather than being dragged by the arm.
IV. Decline help politely if it is not required, asserting independence.

Which of the statements given above are correct?
(A) I and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

41. What is the primary function of Electronic Travel Devices (ETDs) like the "Ultrasonic Cane" or "Smart Cane" (e.g., SmartCane)?
(A) To replace the long cane entirely by projecting highly detailed visual holographic maps
(B) To navigate the user automatically using active GPS-guided steering motors in the grip
(C) To read printed signs on storefronts and translate them directly into spoken language
(D) To supplement the physical cane by using ultrasonic waves to detect higher obstacles

42. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):

Assertion (A): Tactile maps are more effective when they simplify environmental features rather than representing every physical detail of a layout.

Reason (R): Excessive details on a tactile map can cause "tactile clutter," making it difficult for

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obscures a more subtle but important auditory cue like a transformer's hum. This interference prevents the traveler from hearing specific environmental signals necessary for navigation. In this scenario, the overwhelming volume of the generator caused the student to miss a critical turn in his path.

10. (D) I, II, III, and IV
Orientation and mobility training leverages all non-visual senses to facilitate safe and independent travel. Kinesthetic perception identifies terrain changes, while olfactory senses detect specific landmarks. Tactile input reveals surface transitions, and auditory skills enable sound localization and traffic monitoring. Together, these sensory inputs provide a comprehensive understanding of the environment, allowing for effective navigation without the need for sight.

11. (B) To prevent reliance on residual vision, forcing trainees to understand the demands of non-visual travel
Using a blindfold during the training of orientation specialists is a critical pedagogical tool designed to prevent reliance on residual vision. This immersive experience forces trainees to utilize non-visual sensory information and master mobility techniques through alternative means. By understanding the challenges of travel without sight, educators can better support their students' development of independent navigation skills.

12. (A) Both A and R are true and R is the correct explanation of A
The sighted guide technique involves the traveler grasping the guide's arm just above the elbow. This specific placement is essential because it allows the individual with visual impairment to feel the guide's movements, including changes in pace, direction, and elevation. This physical connection provides immediate tactile feedback, ensuring the traveler can follow the guide safely and efficiently.

13. (A) The traveler walks half to one full step behind the guide, slightly to one side.
In the sighted guide technique, the standard position requires the traveler to walk approximately half to one full step behind the guide. This positioning allows the traveler to react to the guide's movements and changes in terrain before encountering them. Maintaining this slight distance ensures a safe following distance and allows for better physical communication between both individuals.

14. (C) The traveler grasps the guide's arm above the elbow, fingers on the inside and thumb outside.
When using the sighted guide technique, the traveler should grip the guide's arm just above the elbow. The correct hand position involves placing the fingers on the inside of the arm while the thumb remains on the outside. This grip ensures a secure connection that allows for clear transmission of the guide's physical movements and directional changes.

15. (A) I and II only
Navigating narrow spaces with a sighted guide requires specific physical cues to ensure safety. The guide signals the need for a single-file formation by moving their guiding arm behind their back. The traveler then steps directly behind the guide, extending their arm to maintain a safe distance. This coordination prevents collisions and allows for smooth movement through restricted areas.

16. (C) Place the student's hand on the chair back or arm, letting them explore and sit independently
Assisting a student with visual impairment to sit involves placing their hand on the back or arm of the chair. This action allows the individual to explore the chair's orientation and stability independently before sitting down. This approach promotes autonomy and ensures the student feels secure while orienting themselves to the seating arrangement in a new environment.

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17. (A) Both A and R are true and R is the correct explanation of A
During stair navigation, a sighted guide must pause briefly at the edge of the first step to alert the traveler. This pause, coupled with the guide's initial upward or downward movement, serves as a physical signal of the change in elevation. This coordinated action allows the traveler to prepare for the ascent or descent, ensuring a safe transition.

18. (D) Slow down, maintain a steady pace, and verbally inform the traveler of upcoming terrain changes
When traversing challenging or uneven terrain, the sighted guide must adjust their behavior to ensure the traveler's safety. Slowing the walking pace and maintaining a steady rhythm allows

56. (C) A temporary sensory stimulus helping a traveler determine position or direction
In the context of orientation and mobility, a clue is a temporary sensory stimulus that provides information about one's position or direction. Unlike permanent landmarks, clues are transient and may include sounds like a passing car or smells that are not constantly present. While helpful for navigation, travelers must understand that clues are subject to change and are less reliable.

57. (D) How contrast and lighting affect visual clue utilization
Contrast and lighting are critical factors that influence the effectiveness of visual clues for individuals with low vision. A change in floor color or texture can serve as a helpful landmark, but its visibility depends on the surrounding light levels. When lighting is poor, these visual transitions become harder to perceive, highlighting the importance of using non-visual sensory information.

58. (A) The scent of a bakery located at an intersection
An olfactory landmark is a consistent and identifiable scent that helps a traveler determine their location. The smell of a bakery or a coffee shop at a specific intersection serves as a reliable reference point for navigation. These permanent environmental scents provide important sensory cues that complement auditory and tactile information, assisting individuals in maintaining their orientation during travel.

59. (B) Held an inch above or lightly touching the ground on the opposite side
When using the diagonal cane technique, the cane tip should be held just above or lightly touching the ground on the side opposite the traveler's hand. This positioning provides a protective barrier across the body and helps detect obstacles in the traveler's path. It is primarily used in familiar indoor environments where a high degree of active scanning is unnecessary.

60. (D) I, II, and III
Teaching eating etiquette involves several practical strategies to help visually impaired students dine independently. This includes organizing utensils in fixed positions and using food items like bread as pushers for easier scooping. Additionally, learning to check liquid levels with a finger ensures that cups are not overfilled. These skills promote social confidence and autonomy during meals in various settings.

61. (A) Compensatory postures affect the traveler's balance, safety, and social acceptance
Posture correction is a fundamental aspect of orientation and mobility training because it directly impacts a traveler's safety and balance. Poor body alignment can lead to fatigue and affect the accuracy of mobility techniques. Additionally, maintaining a natural and upright posture is important for social acceptance and helps the traveler navigate through public spaces with greater confidence and ease.

62. (C) Sweeping the hand in a systematic zigzag pattern with fingers flat on the desk
To locate a dropped object on a desk, a blind student should use a systematic sweeping motion with their hands flat on the surface. Moving in a zigzag pattern ensures that the entire area is covered and increases the likelihood of finding the item quickly. This structured search technique is much more effective than random searching or using other tools.

63. (A) Both A and R are true and R is the correct explanation of A
As students gain proficiency with a long cane, it is important to gradually reduce the use of sighted guides. Over-reliance on a guide can hinder the development of independent spatial mapping and personal autonomy. Fading this support encourages students to trust their own mobility skills and promotes the long-term goal of navigating their environment with confidence and independence.

64. (C) Pause, state which way it opens, and let the traveler assist in closing it
A sighted guide should approach a closed door by pausing and informing the traveler about the door's presence and direction of opening. This communication allows the traveler to anticipate the movement and assist in the process. By holding the door open and allowing the traveler to touch the frame, the guide ensures a safe and coordinated passage for both.

65. (B) Pause with both feet on the landing to signal the climb is complete
When ascending stairs with a sighted guide, the guide must pause once they reach the top

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more comprehensive and accurate perception of the layout.

28. (B) They do not protect the traveler from steps, drop-offs, or low obstacles below the waist
Pre-cane protective techniques are primarily designed for indoor use and have significant limitations in outdoor environments. While these methods protect the torso and head from obstacles, they cannot detect ground-level hazards such as steps, drop-offs, or low objects. Therefore, they do not provide the comprehensive preview of the walking surface that a long cane offers for outdoor travel.

29. (A) Trailing
Trailing is a technique where the traveler lightly touches a continuous surface, such as a wall, to maintain a straight line of travel. By using the backs of the fingers, the individual can detect changes in the surface texture or identify specific landmarks along the path. This method is particularly useful for navigating corridors and locating doorways or intersections.

30. (D) I, II, III, and IV
There are several types of mobility canes designed for different needs and ages. Identification canes signal visual impairment to others, while long canes are the primary tools for independent travel and obstacle detection. Support canes provide physical balance for individuals with motor issues, and specialized kid-canes are used for early childhood training to introduce basic mobility concepts safely.

31. (D) To signal to others that the user is visually impaired, rather than for obstacle detection
An identification cane, also known as a symbol cane, is primarily used to signal to the public that the user has a visual impairment. It is typically shorter and lighter than a standard long cane and is not intended for active obstacle detection or surface scanning. This tool helps the user receive appropriate assistance and consideration in social settings.

32. (A) Both A and R are true and R is the correct explanation of A
A long cane should ideally reach the traveler's sternum to provide adequate safety during travel. This length ensures that the cane clears the ground two steps ahead of the individual, offering enough time to react to hazards. By providing this preview, the traveler can detect obstacles or changes in elevation and stop safely before stepping into a dangerous area.

33. (B) Walking speed and stride length
When selecting a long cane, the student's walking speed and stride length are the primary factors in determining the appropriate length. A faster traveler with a longer stride requires a longer cane to ensure they receive an adequate preview of the path ahead. This relationship ensures that the cane tip detects obstacles early enough for the traveler to react.

34. (D) Grip, wrist loop, shaft, joints (ferrules), elastic cord, and tip
A standard folding long cane consists of several essential parts that allow for portability and function. The grip and wrist loop provide control, while the shaft is divided into sections joined by ferrules. An internal elastic cord holds the sections together when in use, and a specialized tip at the bottom makes contact with the walking surface for feedback.

35. (A) I, II, IV, and V only
Various cane tips are available to suit different travel needs and surface conditions. Roller tips and metal glides are excellent for continuous contact, while pencil tips provide sharp tactile feedback but may catch on cracks. Ceramic tips are valued for their clear auditory feedback. Each tip offers unique advantages depending on the environment and the traveler's preferred mobility technique.

36. (A) Both A and R are true and R is the correct explanation of A
The diagonal cane technique is a stationary method used primarily in familiar and controlled indoor environments. The cane is held across the body with the tip slightly off the ground to clear a path directly in front of the traveler. This technique provides a level of passive protection while allowing the individual to move efficiently through known surroundings.

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37. (A) The cane is swung in an arc matching shoulder width, tapping the ground on alternate sides
The two-point touch technique involves swinging the long cane in a rhythmic arc that matches the traveler's shoulder width. The cane tip taps the ground on alternate sides, coinciding with the

traveler's steps. This systematic motion ensures that the path ahead is cleared for each footstep, providing the necessary preview to detect obstacles and changes in the surface.

38. (D) The cane tip should touch the ground on the left side when the right foot steps forward.
Out-of-phase coordination is a fundamental rule of the two-point touch technique used for safety. It requires the traveler to tap the cane on the opposite side of the stepping foot, such as tapping the left side while stepping with the right foot. This synchronization ensures that the area where the next foot will land is always cleared first.

39. (B) Two-point touch technique
The two-point touch technique is the most appropriate method for locating specific structural features like the first step of a bus. By swinging the cane in a systematic arc, the traveler can detect the edge of the step and determine its height. This technique provides the necessary tactile information to ensure a safe and accurate transition onto the vehicle.

40. (B) I, III, and IV only
When interacting with the public, visually impaired individuals should clearly state their needs and instruct helpers on the proper sighted guide technique. It is important to refuse inappropriate assistance, such as being pulled or pushed, to maintain safety and dignity. Asserting independence and politely declining unneeded help are also key aspects of effective social interaction and community travel.

41. (D) To supplement the physical cane by using ultrasonic waves to detect higher obstacles
Electronic Travel Devices, such as the SmartCane, are designed to supplement the traditional long cane rather than replace it. These devices use ultrasonic waves to detect obstacles at chest and head level that a standard cane might miss. By providing vibrations or auditory feedback, they enhance the traveler's awareness of their surroundings and help prevent collisions with higher-level hazards.

42. (A) Both A and R are true and R is the correct explanation of A
Tactile map design focuses on clarity and simplicity to avoid overwhelming the reader with too much information. Excessive detail can lead to tactile clutter, which makes it difficult for fingers to identify and distinguish important landmarks. By simplifying environmental features, designers ensure that the map remains an effective tool for spatial orientation and route planning for blind users.

43. (B) A verbal or recorded route description detailing landmarks and distances sequentially
An auditory map is a verbal or recorded description of a route that details landmarks, distances, and directions in a sequential manner. These descriptions help individuals with visual impairments build a mental image of their journey before they begin traveling. This tool is particularly useful for learning new routes and reducing the cognitive load during independent navigation in unfamiliar areas.

44. (B) Tactile identification and structured organization of personal care products
Mastery of personal grooming requires the ability to organize and identify various care products through non-visual means. Travelers must learn to distinguish between items like shampoo and conditioner using tactile cues or structured placement. This organizational skill is a fundamental prerequisite for maintaining independence in daily living and ensures that personal care tasks can be completed efficiently and accurately.

45. (A) I, II, III, and IV only
Proper gait and posture training for children with visual impairment addresses common issues like head tilting or shuffling. Educators focus on ensuring an upright spine, relaxed shoulders, and symmetrical arm movements. Developing a correct heel-to-toe stride pattern is essential for maintaining balance and safety. Correcting these patterns early helps prevent physical strain and promotes positive social perceptions during travel.

46. (C) Locating food items on a plate by referencing positions to clock face hours
The clock method is a widely used system for teaching individuals with visual impairments to locate food and utensils on a table. By imagining the plate as a clock face, the traveler can identify the position of different items, such as vegetables at two o'clock. This technique provides a consistent spatial reference that enhances independence and etiquette during dining.

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47. (A) Both A and R are true and R is the correct explanation of A
Indian currency notes are designed with specific tactile features to assist individuals with visual impairments in denomination identification. These features include raised shapes and bleed lines on the margins, which can be felt with the fingertips. Additionally, the size of the notes varies by value, providing another physical cue that helps users manage their money independently and accurately.

48. (A) I, II, and III only
Coins can be identified through several distinct tactile characteristics, including their size, thickness, and edge designs. Variations in diameter and the presence of milled or smooth edges allow individuals with visual impairments to differentiate between various denominations. These physical properties provide reliable feedback, enabling users to handle currency and complete transactions with confidence and independence in their daily lives.

49. (B) A plastic or metal signature guide stencil placed over the line
A signature guide is a simple but effective adaptive device, typically made of plastic or metal, that helps individuals with visual impairments write consistently. By providing a tactile border, the stencil ensures that the signature remains on the designated line and maintains a uniform size. This tool is essential for completing official documents and promoting independence in legal and financial matters.

50. (D) Keeping the cane tip in continuous contact while sweeping side to side
The touch and drag technique, also known as constant contact, involves keeping the cane tip on the ground throughout the entire arc. This continuous feedback is particularly useful for detecting subtle changes in surface texture or locating small cracks and drop-offs. It provides the traveler with a constant stream of tactile information, enhancing safety and orientation in various environments.

51. (A) Both A and R are true and R is the correct explanation of A
Residual vision should be utilized alongside non-visual senses to maximize orientation and travel efficiency. Encouraging students to use their remaining sight helps them identify light, color, and large landmarks, which complements the information gathered through tactile and auditory means. This integrated approach fosters a more comprehensive understanding of the environment and supports the development of robust spatial mapping skills.

52. (C) Parallel alignment
Parallel alignment is a technique where a traveler positions the side of their body parallel to a surface, such as a wall or a curb. This alignment helps the individual establish and maintain a straight line of travel in the desired direction. It is a fundamental skill used in orientation to ensure the traveler remains on course during navigation.

53. (A) Establishing an easily accessible home base, like the student's desk
The first step in room familiarization is to establish a home base, which serves as a consistent reference point for the student. This location, such as a desk, provides a sense of security and a starting point for exploring the rest of the room. Once the home base is established, the student can begin to map the surrounding environment systematically.

54. (A) I, II, and III only
Identifying paper currency involves a combination of tactile marks, measuring templates, and modern technology. Raised identification shapes on the notes and the use of mobile applications provide immediate feedback on the denomination. Additionally, using a physical template to measure the note's dimensions allows for accurate identification, ensuring that individuals can manage their finances independently and with confidence.

55. (A) I, II, III, and V only
Special educators have several key responsibilities in O&M training, including conducting initial screenings and teaching basic orientation skills. They modify the school environment to improve accessibility and collaborate with specialists for advanced training. However, they do not prescribe ophthalmic lenses, as this is a medical task. Their focus is on educational strategies and adaptive techniques that promote independent movement.

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Using a signature guide or stencil provides the necessary tactile boundaries to ensure a legible and professional-looking signature every time.

75. (A) Both A and R are true and R is the correct explanation of A
A landmark is defined by its permanent and fixed location in the environment, making it a reliable reference for orientation. A classroom door is a classic example, as it does not move and can be used to establish one's position. In contrast, a moving object cannot serve as a landmark because its location is transient and does not provide consistent spatial information.

76. (B) Squaring off
Squaring off is a specific alignment technique used to establish a precise direction before crossing an open area. By positioning their body relative to a flat surface, such as a wall or a desk, the traveler can project a straight path across the room. This method is essential for maintaining orientation and ensuring the traveler reaches their destination accurately and safely.

77. (A) The scent of perfume as a person walks past in a corridor
A clue is a temporary sensory signal, such as the smell of perfume, that provides brief information about the environment. Unlike permanent landmarks like door frames or ramps, clues are not always present and cannot be relied upon for long-term navigation. Understanding the difference between these two types of sensory input is vital for effective orientation and independent travel in various settings.

78. (C) Exactly one step ahead
When using the sighted guide technique on stairs, the guide should stay exactly one step ahead of the traveler. This positioning allows the traveler to feel the guide's movements and anticipate the start and end of the staircase. By maintaining this consistent distance, both individuals can navigate the steps safely and in a coordinated manner, reducing the risk of falls.

79. (D) Sensory awareness of joint position, muscle movement, and body alignment
Kinesthetic sense refers to the awareness of the position and movement of one's body parts through sensory receptors in the muscles and joints. In orientation and mobility, this sense is crucial for detecting changes in terrain, such as slopes or steps, and for maintaining proper body alignment. Developing kinesthetic awareness helps travelers navigate safely and respond effectively to environmental changes.

80. (C) Joints may wear out, causing it to collapse under heavy pressure
Telescoping canes are designed for portability, but they have a structural disadvantage compared to rigid models. The joints that allow the cane to collapse can wear out over time, potentially causing the cane to fail under pressure. This makes them less durable for heavy daily use, although they remain a popular choice for travelers who value convenience and easy storage.

81. (B) Diagonal cane technique
The diagonal cane technique is used in familiar indoor settings to provide passive protection for the lower body. By holding the cane across the torso in a stationary position, the traveler can detect obstacles directly in their path without the need for constant sweeping. This method is quiet and efficient, making it suitable for moving through known and controlled environments.

82. (D) Five raised bleed lines on both edges
To help individuals with visual impairments identify the ₹500 note, it features five raised bleed lines on both the left and right edges. These tactile markings can be easily felt with the fingertips, providing a reliable way to distinguish this note from other denominations. This inclusive design feature promotes financial independence and ensures that users can manage their money with confidence.

83. (A) Textures are easier for fingertips to differentiate than slight height changes
Tactile maps often incorporate various textures because they are easier for the fingertips to distinguish than slight differences in height. By using distinct textures for different map features, designers ensure that the information is clear and accessible. This approach reduces the risk of confusion and allows users to interpret complex geographical or architectural layouts more accurately through their sense of touch.

84. (C) Put their arm behind their back, prompting the student to step directly behind them
When navigating a narrow doorway, a sighted guide should move their arm behind their back

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landing. This pause, with both feet on the flat surface, provides a clear physical signal to the traveler that the climb is over. This coordinated action ensures that the traveler can step onto the landing safely and maintain their balance after the transition.

66. (D) I, II, III, and IV
Selecting the right long cane involves a comprehensive analysis of the traveler's physical and sensory characteristics. Factors such as height, walking speed, and reaction time are critical in determining the appropriate cane length and type. Additionally, the primary environment where the cane will be used must be considered to ensure the tool provides the necessary feedback and safety for independent travel.

67. (A) It is a large tip that does not easily get stuck in pavement cracks
The marshmallow tip is a large, bulbous cane tip designed to glide smoothly over uneven surfaces without getting caught in cracks or gaps. Its size and shape make it an excellent choice for outdoor travel on sidewalks or pavements with textural variations. This tip provides reliable tactile feedback while ensuring the traveler can maintain a steady and continuous sweeping motion.

68. (C) Constant contact technique
The constant contact technique is ideal for navigating unfamiliar outdoor pavements that may have many cracks and surface changes. By keeping the cane tip on the ground throughout the arc, the traveler receives continuous tactile information about the path ahead. This method ensures that even small hazards are detected early, providing a higher level of safety and orientation during travel.

69. (A) Both A and R are true and R is the correct explanation of A
Auditory maps are particularly beneficial for people who lose their sight later in life, as they provide a clear and intuitive way to understand new routes. These verbal descriptions help bridge the gap between visual memory and non-visual navigation. By reducing the need to interpret complex tactile symbols, auditory maps make learning unfamiliar paths more accessible and less cognitively demanding.

70. (D) Wait for a gap in traffic by listening, or ask for sighted assistance
Safety is the primary concern when a visually impaired traveler needs to cross a street without signals. The best approach is to listen carefully for a significant gap in traffic or to seek assistance from a sighted pedestrian. Attempting to cross without a clear understanding of traffic flow can be dangerous, so utilizing available resources is essential for safe navigation.

71. (B) Raised lines and textures
Tactile maps use a combination of raised lines and varying textures to represent different environmental features. These physical elements allow individuals with visual impairments to distinguish between roads, buildings, and green spaces through touch. By providing a three-dimensional representation of a layout, tactile maps assist in building a mental image of an area and planning efficient routes for travel.

72. (D) I, II, III, IV, and V
Independent living skills for blind learners encompass a wide range of daily tasks, from organizing laundry and medications to safely operating household appliances. Using tactile markers, audio labels, and structured pouring techniques allows individuals to manage their homes with confidence. These skills are essential for promoting autonomy and ensuring that students can live independently and participate fully in their communities.

73. (D) A permanently installed water cooler at the end of the corridor
A permanent fixture like a water cooler serves as an excellent indoor landmark because its location is constant and reliable. Unlike temporary objects that may be moved, landmarks provide fixed reference points that help travelers establish their orientation within a building. Identifying these stable features is crucial for developing accurate mental maps and navigating through school corridors with confidence and independence.

74. (A) Drifting, overlapping letters, and failing to maintain consistency
For individuals who are congenitally blind, writing a signature without adaptive aids can be challenging because they lack visual feedback. Common issues include letters that overlap or drift away from the designated line, making the signature inconsistent and difficult to recognize.

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the reader prioritize information and navigate the map more effectively, leading to a better understanding of the overall spatial layout.

94. (C) Identifying the source, distance, and direction of environmental sounds
Auditory localization is the ability to identify the source, distance, and direction of sounds in the environment. This skill is vital for orientation and mobility, as it helps travelers monitor traffic, locate buildings, and identify important landmarks. By processing auditory information, individuals with visual impairments can maintain their sense of direction and navigate safely through busy and complex surroundings.

95. (D) Listening to the hum, locating the handrail, and feeling the step transition
Learning to use an escalator begins with gathering sensory information about the environment. The student should listen to the sound of the moving steps, locate the handrail, and feel the transition at the base. This initial orientation allows the traveler to understand the timing and movement of the escalator before attempting to step on, ensuring a safe and confident transition.

96. (C) Using a liquid level indicator placed on the rim of the cup
A liquid level indicator is a helpful adaptive tool for blind individuals when pouring beverages. This device is placed on the rim of the cup and provides an auditory or tactile signal when the liquid reaches a certain level. Using this technology prevents overfilling and potential spills, allowing for a safer and more independent experience when preparing drinks and meals.

97. (B) Moving from indoor school travel to community and public transport navigation
Transition planning for secondary students focuses on preparing them for the move from school to the wider community. This involves teaching advanced mobility skills, such as navigating public transportation and traveling in unfamiliar urban environments. By developing these skills, students gain the confidence and independence needed for higher education, vocational training, and successful participation in adult life and the workforce.

98. (D) Open the door and hold it, letting the traveler touch the frame and assist
When using a sighted guide to pass through a heavy door, the guide should open and hold it to ensure the traveler's safety. Allowing the traveler to touch the door frame as they pass helps them understand the opening and assist if needed. This coordinated approach ensures that both individuals can move through the doorway safely and without being hit.

99. (A) The hum of a permanently installed server room air conditioner
A permanent sound, such as the hum of a large air conditioner, serves as a reliable auditory landmark in a school building. Unlike temporary noises, these consistent sounds provide a fixed reference point that helps travelers maintain their orientation and identify specific locations. Utilizing these auditory cues is essential for developing a strong mental map and navigating through hallways with confidence.

100. (C) To help align the index finger on the flat surface for straight cane movement
The design of a long cane grip frequently includes a flattened surface to facilitate proper hand positioning and technique. This structural feature allows the traveler to rest their index finger comfortably and securely along the shaft. Proper finger alignment is essential for maintaining a straight cane trajectory and ensuring precise control during sweeping motions.

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to signal the traveler to move into a single-file position. The traveler then steps directly behind the guide, ensuring a safe and narrow profile for passing through the opening. This coordinated movement allows both individuals to navigate restricted spaces smoothly and without physical contact with the frame.

85. (A) To hang the cane up when it is folded and not in use
The wrist loop on a long cane is primarily intended for storage and should not be worn around the wrist during travel. Its main purpose is to allow the cane to be hung up conveniently when it is folded and not in use. Using the loop during travel can be dangerous if the cane gets caught, potentially causing injury to the traveler.

86. (D) Kinesthetic and proprioceptive systems
Detecting changes in gradients, slopes, and curb ramps relies heavily on the kinesthetic and proprioceptive systems. These senses provide information about the position and movement of the limbs, allowing the traveler to feel changes in the angle of the walking surface. This feedback is essential for maintaining balance and adjusting one's stride when navigating uneven terrain or transitioning between surfaces.

87. (B) The distance ahead cleared by the cane before stepping into it
In orientation and mobility, preview refers to the distance ahead that is cleared and examined by the long cane before the traveler takes a step. This advance information allows the individual to detect obstacles or changes in terrain and respond appropriately. Providing an adequate preview is essential for safe travel, ensuring that the traveler can navigate through various environments with confidence.

88. (C) Two inches wider than the shoulders on each side
When using the touch and drag technique, the cane's arc should be approximately two inches wider than the traveler's shoulders on each side. This width ensures that the path is fully cleared for the individual's entire body, providing a safe margin of error. Maintaining a consistent and appropriately sized arc is fundamental for effective obstacle detection and safe independent travel.

89. (D) Using distinct physical textures, tactile tags, or audio labels on garments
To promote independence in daily living, blind individuals can use various tactile and auditory strategies to manage their clothing. Using distinct textures, braille tags, or electronic audio labels allows for easy identification of different garments. These methods enable users to select and organize their wardrobe independently, ensuring they can dress themselves with confidence and maintain their personal style and preferences.

90. (A) Held in the dominant hand, index finger extended down the flat grip, centered in front
The correct way to hold a long cane for the two-point touch technique is with the dominant hand, with the index finger extended down the flat part of the grip. This position provides maximum control and sensitivity, allowing the traveler to feel vibrations and changes in the surface. Proper hand positioning is essential for executing the technique accurately and safely.

91. (B) Stop, locate the drop-off with the cane tip, and step down carefully
When a long cane detects a step-down or curb, the traveler should stop immediately and use the cane to locate the edge and determine the depth of the drop. Once the terrain is understood, the individual can step down carefully and continue their journey. This deliberate response ensures that transitions between different elevations are handled safely and with full awareness.

92. (B) It provides superior tactile feedback and vibration transmission from the ground
A rigid cane offers the advantage of superior tactile feedback because it is a single, continuous piece without joints. This structure allows vibrations from the ground to travel more clearly to the user's hand, providing more detailed information about the walking surface. While less portable than folding models, many experienced travelers prefer rigid canes for their responsiveness and durability.

93. (A) Varying importance levels of geographical features like roads
In tactile map design, using raised lines of varying heights is a technique to indicate the importance or type of different features. For example, major roads might be represented by higher lines than smaller paths. This hierarchical approach helps

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the individual with visual impairment more time to react to surface changes. Additionally, providing clear verbal descriptions of the upcoming obstacles helps the traveler anticipate and navigate the terrain effectively.

19. (A) Physical cueing for narrow spaces
Physical cueing is a vital component of the sighted guide technique, especially when navigating through narrow areas like doorways. By moving their arm behind their back, the guide provides a non-verbal instruction for the traveler to follow directly behind them. This silent communication ensures that both individuals can pass through restricted spaces without the need for verbal interruptions.

20. (A) I, II, and III only
Pre-cane skills are foundational techniques taught to children before they begin using a long cane for navigation. These skills include protective techniques for the upper and lower body, as well as strategies for room familiarization and search patterns. Mastery of these basic methods provides the necessary spatial awareness and safety protocols required for more advanced independent travel training.

21. (A) Using a systematic grid or spiral search pattern with hands flat on the floor
A systematic search pattern, such as a grid or spiral, is the most efficient method for locating dropped objects on the floor. By keeping their hands flat and moving them in a structured sequence, the traveler ensures that they cover the entire surface area without missing spots. This organized approach is more reliable and faster than random searching.

22. (A) Both A and R are true and R is the correct explanation of A
The upper body protection technique involves holding the arm horizontally across the chest with the elbow bent at a right angle. With the palm facing outward, this posture allows the arm to act as a buffer against obstacles at head or chest level. This method is essential for preventing injuries from unexpected hazards like open doors or low branches.

23. (B) Arm extended diagonally downward across the body, hand about 10-12 inches away, back of hand facing out
Lower body protection is achieved by extending the arm diagonally across the body with the back of the hand facing forward. The hand is positioned approximately ten to twelve inches away from the pelvis to detect and absorb the impact of low-level obstacles. This technique protects the traveler's lower torso and legs while moving through unfamiliar indoor environments.

24. (A) I and II only
Room familiarization is a structured process that begins by establishing a consistent starting point, often called a home base. From this location, the student explores the room's perimeter to identify permanent features like doors, windows, and furniture. This sequential exploration helps the individual build a mental map of the classroom layout, which is essential for independent movement.

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25. (D) I, II, and III
Providing oral descriptions requires using precise terminology relative to the student's spatial perspective. Instead of using vague directions, educators should provide specific distances and clear directional terms like left or right. Including salient sensory landmarks, such as consistent sounds or smells, further enhances the student's ability to orient themselves and navigate the environment with confidence and accuracy.

26. (A) Symbol keys → Immediate familiar space → Classroom layout → Entire school map
Teaching tactile map navigation follows a logical progression from simple symbols to complex environments. Students first learn to identify the legend and symbol keys before applying these skills to familiar spaces like their immediate desk area. As they gain proficiency, they move on to classroom layouts and eventually to larger maps of the entire school or neighborhood.

27. (A) Both A and R are true and R is the correct explanation of A
Bimanual exploration is the recommended method for reading tactile maps, as it enhances spatial understanding and detail detection. Using one hand as a stationary reference point, or anchor, allows the other hand to explore new features without losing orientation on the map. This coordinated use of both hands provides a

CHAPTER 21
Communication Options: Oralism

1. In the context of deafness, the medical model primarily conceptualizes hearing loss as which of the following?
(A) A pathological deficit within the individual requiring medical correction or rehabilitation
(B) A socio-cultural minority identity characterized by the use of unique sign language systems
(C) A structural barrier created by society's systemic failure to provide acoustic access
(D) A natural linguistic variation that significantly enhances visual-spatial processing

2. Under the social model of deafness, "disability" is defined as which of the following?
(A) The organic damage to the auditory nerve or hair cells of the inner cochlea
(B) The difference between an individual's hearing threshold and normal hearing levels
(C) The systemic barriers, negative attitudes, and societal exclusion of deaf people
(D) The physiological inability to process auditory-verbal speech signals effectively

3. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Early identification and intervention of hearing loss before six months of age is critical for optimal spoken language development.
Reason (R): The human brain exhibits maximum auditory neural plasticity during the first few years of life, which diminishes as the neural pathways are pruned.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following is considered a primary communicative access barrier for a child with severe-to-profound bilateral sensorineural hearing loss in a traditional, un-adapted auditory classroom?
(A) Lack of visual tactile mock-ups for science lessons
(B) The physiological inability of the child to comprehend abstract written text
(C) Inadequate fine motor coordination required for writing notes
(D) The acoustic masking of speech signals by reverberation and ambient noise

5. In an oralist educational paradigm, the development of personal autonomy and identity is rooted in which of the following assumptions?
(A) De-emphasizing spoken language in favor of a distinct deaf-world cultural experience
(B) Integrating the child into the hearing majority through spoken communication
(C) Relying entirely on natural sign systems to build self-concept before introducing oral skills
(D) Eliminating all forms of technological assistive amplification to foster natural coping strategies

6. Consider the following elements regarding communicative access for a deaf child choosing an oral pathway in a mainstream school:
I. Proper acoustic treatment of the classroom to reduce reverberation time.
II. Use of personal FM systems or digital remote microphone technology.
III. Ensuring the teacher's face is illuminated and visible at all times to facilitate speechreading.
Which of the above elements are critical for establishing communicative access?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

7. When counseling families of children with severe-to-profound hearing loss who choose an aural-oral verbal option, which of the following represents

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a "realistic expectation" that educators should convey?
(A) The child will automatically achieve age-appropriate spoken language without structured home training.
(B) Sensory technologies like cochlear implants or digital hearing aids restore normal physiological hearing.
(C) Visual signed communication must be introduced concurrently to ensure the child does not experience cognitive delay.
(D) Consistent device use and intensive Auditory-Verbal therapy can develop spoken language.

8. In the context of early listening opportunities, what does the term "auditory deprivation" refer to?
(A) The progressive loss of auditory brain pathway connections due to lack of sensory stimulation
(B) The physical damage to the external ear canal due to chronic recurring otitis media infections
(C) The refusal of parents to utilize professional sign language interpreters in early interventions
(D) The over-saturation of the cochlea caused by poorly programmed high-gain digital hearing aids

9. Aarav, a 14-month-old toddler diagnosed with profound bilateral sensorineural hearing loss, received bilateral cochlear implants 2 months ago. His parents are committed to an Auditory-Verbal approach. During a home visit, the special educator observes that Aarav's mother continues to speak to him in complex, rapid paragraphs without pausing, and keeps the television on loudly in the background. Which of the following is the most immediate, evidence-based intervention strategy the educator should model?
(A) Recommend that the parents immediately disable Aarav's cochlear implants to prevent auditory overload.
(B) Model acoustic highlighting, simplified language, and background noise reduction.
(C) Advise the mother to enroll Aarav in a sign language program, as he is showing no spoken vocabulary after two months.
(D) Suggest that the family relocate Aarav to a quiet residential institution where sound environments are artificially controlled.

10. Which neurological process explains why infants who receive auditory stimulation early in life achieve better spoken language outcomes compared to those identified late?
(A) Rapid synaptic pruning of the visual cortex occurring during the first six months of life
(B) Cortical reorganization where the unused auditory cortex is colonized by other sensory inputs
(C) Myelination of the peripheral vestibular system to stabilize balance and motor controls
(D) Complete decussation of the optic tract to enhance bilateral visual-spatial integration

11. What is the fundamental difference between the "Deaf" (with a capital 'D') and "deaf" (with a lowercase 'd') identities?
(A) 'Deaf' represents a cultural-linguistic identity, while 'deaf' refers to audiological hearing loss.
(B) 'Deaf' refers strictly to those with profound losses, while 'deaf' refers only to mild-to-moderate losses.
(C) 'Deaf' refers to individuals who use cochlear implants, while 'deaf' refers to those who completely reject technology.
(D) 'Deaf' represents post-lingually deafened adults, whereas 'deaf' refers specifically to pre-lingually deafened children.

12. A special educator is designing an inclusive transition plan for an oral deaf student entering secondary school. To promote the student's self-determination and autonomy, the educator should prioritize teaching the student which of the following skills?
(A) How to hide their hearing devices using hair or headwear to avoid social stigma in school
(B) How to master sign language privately in case they choose to abandon oral communication later
(C) How to advocate for their acoustic needs like requesting teachers to use FM systems
(D) How to request exemptions from all verbal presentations and active classroom discussions

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13. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): A child with a severe sensorineural hearing loss cannot develop spoken language through the auditory channel alone.
Reason (R): Hearing aids and cochlear implants

do not restore normal hearing, but they provide sufficient access to the speech spectrum to make oral-aural development possible with appropriate intervention.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

14. Which of the following is an example of an acoustic barrier that directly limits communicative access for an oral deaf student in a school gym?
(A) The presence of high-intensity fluorescent lighting that produces electrical hums
(B) The complete lack of adaptive tactile floor mats to guide physical orientation
(C) High reverberation time caused by hard, uncarpeted surfaces reflecting sound
(D) The physical distance between the student and the visual whiteboard displays

15. In oral options, the "realistic expectation" of a teacher regarding a child's speech intelligibility should be based primarily on which of the following combinations of factors?
(A) Chronological age, physical height, and general socio-economic status of the school district
(B) Age of device fitting, consistency of use, family support, and additional disabilities
(C) The number of years the child's parents attended university and the specific brand of hearing aid
(D) The physical size of the classroom and the gender of the primary special education teacher

16. What does "oracy" refer to in the context of oralist education?
(A) The ability to write grammatically correct complex sentences without spelling errors
(B) The mastery of manual finger-spelling systems to systematically accompany spoken vocabulary words
(C) The cognitive process of reading texts silently to achieve advanced comprehension
(D) Spoken language development, including listening and speaking, as a basis for literacy

17. Consider the following statements regarding the differences between the Uni-Sensory (Auditory-Verbal) approach and the Multi-Sensory (Aural/Oral) approach:
I. Uni-sensory blocks visual cues (e.g., speechreading) to force the brain to rely on hearing; Multi-sensory actively encourages the use of vision and touch alongside hearing.
II. Uni-sensory does not use personal amplification; Multi-sensory relies heavily on hearing aids.
III. Uni-sensory is typically delivered in individual therapy sessions with parent participation; Multi-sensory is often classroom-based.
IV. Uni-sensory targets only children with mild hearing loss; Multi-sensory is reserved for profound hearing loss.
Which of the above statements are correct?
(A) I and II
(B) I and III
(C) II and IV
(D) III and IV

18. Which of the following describes the most appropriate strategy for transitioning a deaf child from "Oracy to Literacy" in an oralist classroom?
(A) Delaying all reading and writing instruction until the child's spoken language is perfectly clear
(B) Focusing exclusively on visual sight-word memorization without teaching phonological awareness
(C) Using the child's established auditory-verbal vocabulary as the basis for reading
(D) Teaching the child to read using manual sign-language symbols before translating them to words

19. In speechreading, which of the following factors makes the visual identification of speech sounds highly challenging?
(A) Homophenous words that look identical on the lips but sound different
(B) The high visibility of bilabial phonemes produced clearly at the front of the mouth
(C) The natural use of expressive facial gestures and body language by the speaker
(D) Adequate classroom lighting shining directly on the front of the speaker's face

20. Which of the following is a recommended practice when managing a mainstream classroom for a student who relies on aural-oral communication?
(A) Stand directly in front of bright windows while lecturing to the entire class

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(B) Cover the lower half of your face with a folder to test the student's attention
(C) Turn off FM receivers when other students present to avoid any acoustic noise distractions
(D) Arrange seating in a U-shape for clear sightlines to peers and teacher

21. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Speechreading alone is insufficient for complete speech comprehension for a child with a severe hearing loss.
Reason (R): Only about 30% to 40% of English and Hindi speech sounds are clearly visible on the lips, with many sounds being homophenous or produced deep within the vocal tract.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. When training parents to tune the home environment for an aural-oral child, what is a key strategy recommended to enhance acoustic access?
(A) Eliminating all spoken interactions during meal times to allow the child to focus on eating meals
(B) Keeping a radio playing continuously in the background to desensitize the child's auditory pathway
(C) Replacing hard-surface flooring with carpets to minimize echo
(D) Requiring family members to communicate solely using hand-gestures to prevent cognitive fatigue

23. What is the role of the speechreading strategy known as "anticipatory behaviors"?
(A) Forcing the child to predict what the teacher will say by guessing the topic before class starts
(B) Preventing the child from looking at the speaker's face until the entire sentence has been spoken
(C) Encouraging the child to interrupt the speaker as soon as a single vocabulary word is missed
(D) Using context and topic familiarity to fill in missing acoustic info

24. Which of the following is a practice to avoid for a mainstream teacher working with an oral deaf child?
(A) Speaking while writing on the blackboard with your back turned to the classroom
(B) Repeating or rephrasing questions asked by classmates before calling on the deaf student to answer
(C) Using visual aids, captions, and written keywords to reinforce auditory information
(D) Checking the child's understanding by asking open-ended questions rather than just "Do you understand?"

25. Consider the following home-based conversational practices recommended for parents to support a deaf child's language development:
I. Using "Motherese" (parentese) with exaggerated pitch contours and slower rate for very young children.
II. Providing immediate verbal expansion when the child produces incomplete utterances.
III. Ensuring turn-taking by waiting patiently for the child's response before speaking again.
IV. Minimizing eye contact to encourage the child to focus solely on the acoustic signal.
V. Labeling everyday objects and activities in real-time during routines (joint attention).
Which of the above practices are recommended?
(A) I, II, III, and IV
(B) I, II, III, and V
(C) II, III, IV, and V
(D) I, III, IV, and V

26. Why is a multi-sensory oralist approach sometimes preferred over a strict uni-sensory approach in certain school settings?
(A) Because multi-sensory approaches do not require the use of active hearing aids or implants
(B) Because it utilizes visual and tactile inputs to support weak auditory systems
(C) Because it completely eliminates the practical need for speech therapists in school settings
(D) Because it is far easier to teach children sign language when they are allowed to look at hands

27. When reading an audiogram, what does the "speech banana" represent?
(A) The frequency and intensity range of human speech phonemes

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(B) The exact physical shape of the external auditory canal
(C) The range of non-speech environmental sounds that can damage human hearing systems
(D) The typical developmental curve of vocabulary acquisition in late-identified children

28. Consider the following steps in interpreting a standard pure-tone audiogram for a child:
I. Identify the symbols representing the right ear (usually red circles 'O') and left ear (usually blue crosses 'X').
II. Locate the frequency on the horizontal axis (measured in Hertz, Hz).
III. Locate the intensity threshold on the vertical axis (measured in decibels hearing level, dB HL).
IV. Determine the type of hearing loss by comparing air conduction thresholds with bone conduction thresholds (air-bone gap).
V. Classify the degree of hearing loss (e.g., Mild, Moderate, Severe, Profound) based on the pure-tone average.
Which of these steps are necessary to properly formulate educational and auditory goals for a child?
(A) I and IV only
(B) I, II, and III only
(C) I, II, III, and V only
(D) I, II, III, IV, and V

29. Meera, a 5-year-old child with a moderate bilateral sensorineural hearing loss, wears bilateral digital behind-the-ear (BTE) hearing aids. During classroom activities, the teacher notices Meera often withdraws from group conversations, does not respond when called from behind, and frequently says "Huh?" or "What?". An assessment reveals Meera's hearing aid batteries are functional, but she is struggling in classrooms with high ceiling fans and uncarpeted floors. What is the most appropriate pedagogical and acoustic adaptation?
(A) Move Meera's desk closer to the noisy ceiling fans so she can feel structural air vibrations
(B) Have Meera sit in the back of the room and assign an untrained classmate to sign the lessons
(C) Advise the parents that Meera is not a candidate for mainstreaming and must attend special schools
(D) Seat Meera away from noise, use an FM system, and apply felt pads

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30. What is the primary purpose of using "Motherese" (parentese) in the early language development of deaf children?
(A) To teach the child formal grammatical rules of written language through structured oral drills
(B) To prevent the child from hearing the voices of male caregivers which are harder to process
(C) To capture attention and highlight speech contours using infant-directed cues
(D) To train the child to mimic adult-like articulation patterns before they can babble naturally

31. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Eye contact and joint attention are critical prerequisites for language development in children using an oralist approach.
Reason (R): Joint attention allows the child to map spoken words heard via their amplification devices onto the physical objects or actions they are visually focusing on.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. During a storytelling session in an oral preschool class, the teacher notices that a child is failing to take turns in the conversation, frequently interrupting others and talking over them. Which strategy should the teacher use to develop appropriate conversational fluency and turn-taking?
(A) Reprimand the child and make them sit silently in a corner for the remainder of the session
(B) Immediately stop the storytelling and switch to silent individual worksheet activities
(C) Instruct the other children in class to ignore the target child completely until they stop
(D) Implement a visual talking token to signal whose turn it is

33. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Ongoing monitoring of auditory functioning in an oral program must include

62. Which of the following describes a key communicative challenge for a hard-of-hearing student in a mainstream classroom that has high ambient noise?
(A) The student's visual-spatial reasoning and cognitive skills are reduced by noise
(B) Ambient noise physically damages the internal digital programming of cochlear implants
(C) The noise masks high-frequency speech consonants which carry grammatical information.
(D) The student becomes physically unable to hold a pencil due to acoustic vibrations of air

63. What is the main focus of "Auditory Verbal Options" during early childhood intervention?
(A) Training the child to read lip movements without using any active personal hearing aids
(B) Utilizing residual hearing through amplification to develop spoken language through listening
(C) Relying entirely on manual sign language to build cognitive concepts before introducing sound
(D) Surgical modification of the vocal tract and lips to improve speech articulation clarity

64. Which of the following is an example of "acoustic modifications" in a school setting?
(A) Painting classroom walls with highly bright colors to stimulate visual learning pathways
(B) Replacing traditional written textbooks with large-print physical braille books
(C) Increasing the overall wattage of overhead lighting to make lipreading much easier
(D) Installing curtains, corkboards, and rubber tips on chairs to reduce noise

65. Consider the following classifications of hearing impairment under the Rights of Persons with Disabilities (RPWD) Act, 2016:
I. "Deaf", meaning 70 dB hearing loss in speech frequencies in both ears.
II. "Hard of hearing", meaning 60 dB to 70 dB hearing loss in speech frequencies in both ears.
III. "Deaf-Blindness", which is a separate multiple disability category.
Which of the above categories are recognized under the Act?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

66. When introducing written letters (literacy) to an oral deaf child who has well-developed listening skills, which approach is most effective?
(A) Whole-word visual memorization without discussing letter-sound correspondences at all
(B) Teaching the child to finger-spell the word using manual signs before writing it
(C) Connecting written letters directly to spoken phonemes through phonics instruction
(D) Requiring the child to copy pages of letters without saying any sounds aloud in class

67. Which of the following is a characteristic of "Motherese" speech?
(A) High pitch, exaggerated intonation contours, and elongated vowels
(B) Monotone pitch, extremely rapid rate, and highly complex vocabulary
(C) Whisper-level volume to test the child's auditory threshold
(D) Heavy reliance on formal, non-verbal gestures and manual pointing

68. Which of the following is a primary function of the Rehabilitation Council of India (RCI) in the field of Special Education?
(A) Distributing free hearing aids and implants directly to families under government schemes
(B) Funding the construction of physical special school buildings across regional areas
(C) Designing the general education curriculum for all mainstream schools under the board
(D) Regulating training programs for special educators and disability professionals

69. Kabir is an 8-year-old student with bilateral moderate-to-severe sensorineural hearing loss who attends an inclusive school. His teacher wears a personal FM microphone, but during classroom discussions, the teacher forgets to pass the microphone to Kabir's classmates when they speak. Consequently, Kabir misses peer comments and becomes disengaged. What is the most appropriate action for the special educator?
(A) Suggest that Kabir be removed from the inclusive classroom and placed in self-contained special units.
(B) Conduct a session explaining the FM

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milestones in very young children with hearing loss?
(A) LittlEARS or CAP scales
(B) CARS (Childhood Autism Rating Scale) for behavioral screening
(C) DST (Diagnostic Spelling Test) for checking basic written literacy
(D) Raven's Progressive Matrices for measuring non-verbal intelligence quotient

41. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Auditory-Verbal Therapy (AVT) emphasizes the development of listening skills by systematically restricting visual cues such as speechreading during listening training.
Reason (R): Restricting visual speech cues during targeted listening tasks encourages the brain to rely on and develop the auditory cortex, fostering neuroplastic listening skills.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. Which of the following is a common misconception about the Auditory-Verbal (AV) approach?
(A) AV therapy requires the active, hands-on participation of parents as primary language facilitators.
(B) AV therapy is only effective for children with mild-to-moderate hearing losses.
(C) AV therapy emphasizes systematic integration into mainstream educational classrooms from early stages.
(D) AV therapy relies heavily on optimal technology fitting (hearing aids or implants) as a prerequisite.

43. What is the correct developmental sequence of the Auditory Hierarchy?
(A) Detection, Discrimination, Identification, Comprehension
(B) Discrimination, Detection, Comprehension, Identification
(C) Detection, Identification, Discrimination, Comprehension
(D) Comprehension, Identification, Discrimination, Detection

44. At which stage of the Auditory Hierarchy is a child who can tell whether two environmental sounds (e.g., a dog barking vs. a car horn) are the same or different, without necessarily labeling them?
(A) Detection
(B) Discrimination
(C) Identification
(D) Comprehension

45. Consider the following listening strategies:
I. Hand cue (using a hand or card to block visual lip cues, used judiciously).
II. Acoustic highlighting (manipulating pitch, duration, or stress).
III. Pausing and waiting (giving the child processing time before repeating the stimulus).
IV. Signing exact English to accompany every spoken sentence.
Which of the above are fundamental components of the Auditory-Verbal (AV) approach?
(A) I and II only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

46. In an AV session, what does the strategy of "Auditory First" mean?
(A) Requiring the child to complete 60 minutes of silent listening exercises before they are allowed to look around.
(B) Placing the personal hearing aid securely on the child's head before turning the device on to avoid feedback hums.
(C) Speaking to the child before showing them the object to encourage auditory-first processing.
(D) Teaching the child to read text silently before asking them to pronounce words aloud in speech therapy sessions.

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47. Which of the following describes an optimal acoustic "listening environment" during an individual AVT session?
(A) A room with bare concrete walls, high ceilings, and an open window near busy streets.
(B) A carpeted room with soft furnishings to absorb sound and minimize distraction.
(C) A large school auditorium where the child can practice hearing sounds across wide distances.
(D) A room with a continuous white noise machine running at high levels to build auditory stamina.

48. Consider the following domains involved in planning an Auditory-Verbal Therapy (AVT) session:
I. Auditory/Listening
II. Spoken Language/Expression
III. Cognition/Thinking
IV. Manual Sign Articulation
Which of the above domains must a special educator integrate when designing instructional activities?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

49. Rohan, a 3-year-old child with bilateral cochlear implants, is participating in an AVT session. The educator places three animal toys (cow, sheep, horse) on the table. The educator says: "The cow says Moo! Give me the cow!" Rohan immediately looks at the cow, picks it up, and hands it to the educator. Rohan has demonstrated success at which stage of the Auditory Hierarchy?
(A) Detection
(B) Discrimination
(C) Identification
(D) Comprehension

50. What is the clinical justification for the "Hand Cue" in classical Auditory-Verbal therapy?
(A) To prevent the child from seeing the therapist's facial expressions which can be socially distracting.
(B) To teach the child the manual sign for 'stop' and 'listen' during formal structured therapy lessons.
(C) To temporarily remove visual speechreading cues to focus entirely on the auditory signal.
(D) To help the therapist control their breath and articulation rate during fast conversational exchanges.

51. Which of the following is an example of an "Auditory Comprehension" level task?
(A) Answering open-ended questions about a story read aloud
(B) Turning toward a loud drumbeat played behind the child's back
(C) Pointing to a picture of a 'cat' when hearing the word from a small choice of pictures
(D) Deciding if 'big' and 'pig' sound completely identical or different from each other

52. An educator is working with a pre-school child who has a severe hearing loss. During an AVT activity, the child points to a toy car when the educator says "Vroom!". The child is at the "Identification" stage. To transition the child to the "Comprehension" stage, which of the following tasks is most appropriate?
(A) Ask the child to repeat the sound "Vroom" five times rapidly.
(B) Place a dog toy and a car toy on the table and ask if they make the same sound.
(C) Turn off the child's hearing aids to see if they can identify the car using vision alone.
(D) Say: "Find the vehicle that we use to drive to the grocery store with Mommy."

53. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Parent-coaching is the core delivery model of Auditory-Verbal therapy.
Reason (R): Parents spend the most time with the child and must learn to seamlessly integrate auditory-verbal strategies into the child's natural daily routines at home.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

54. What is a major challenge regarding the widespread implementation of a strict Auditory-Verbal (AV) approach in special education classrooms?
(A) A lack of interest among Indian parents in having their children learn spoken language systems.
(B) Government policies that legally prohibit the use of spoken languages in national special schools.
(C) High teacher ratios, poor classroom acoustics, and a shortage of certified AV educators.
(D) The biological resistance of children in developing nations to cochlear implant technology.

55. Under the Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) Scheme, what primary assistance is provided to children with hearing impairment?
(A) Free registrations for advanced sign language classes at national institutions and centers
(B) Guaranteed government employment

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reservations at age eighteen for all certified individuals under the Act
(C) Free transport services to regional residential schools for the deaf across the country
(D) Financial subsidies for hearing aids and pediatric cochlear implants under specific criteria

56. Which of the following is a critical prerequisite for a special school intending to implement a successful "Oral Communication Policy"?
(A) Ensuring daily functional checks of devices and assistive listening systems
(B) Banning parents from entering school premises to ensure independent student learning
(C) Having a mandatory manual sign-language-only morning assembly for all school staff
(D) Replacing all verbal instructions with silent computer-based reading programs in class

57. Consider the following avenues for mobilizing resources to procure high-cost assistive hearing devices (such as cochlear implants or advanced digital hearing aids) for economically disadvantaged families:
I. Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances (ADIP) Scheme.
II. Corporate Social Responsibility (CSR) funds of public/private sector companies.
III. Organized charity organizations and NGOs (e.g., Rotary Club, Lions Club).
IV. Web-based crowdfunding and online fundraising campaigns.
V. Direct financial grants from national rehabilitation council operating budgets.
Which of the above are key avenues for mobilizing these resources?
(A) I, II, III, and IV
(B) II, III, IV, and V
(C) I, III, IV, and V
(D) I, II, III, and V

58. What does "theory-to-practice transition" require from an oralist educator when working in rural community-based rehabilitation (CBR) settings?
(A) Insisting that families purchase expensive acoustic tiles before starting any speech therapy services
(B) Adapting oral strategies to use low-cost local household items and native languages
(C) Abandoning all oral strategies and focusing exclusively on manual gestures because rural areas lack power
(D) Waiting until the family relocates to an urban center with specialized audiological and speech clinics

59. In the context of a school's Oral Communication Policy, what is a recommended practice for administrators?
(A) Organizing audiologist visits to monitor hearing and device programs
(B) Grouping forty deaf children in a single, highly reverberant classroom with one teacher
(C) Removing the FM transmitter from the teacher's neck whenever they need to discipline a student
(D) Insisting that special education teachers speak in a high-pitched shout at all times in class

60. What is a "realistic expectation" for a child who receives bilateral cochlear implants at age 8 after being deaf since birth, without prior use of hearing aids?
(A) They will develop completely age-appropriate spoken language within six months of device activation.
(B) They will immediately understand spoken conversations without requiring any specialized rehabilitation.
(C) Outcomes will likely be limited due to missing the critical period of neural plasticity.
(D) They will automatically develop superior musical processing abilities due to late-stage stimulation.

61. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): In the medical model of disability, hearing loss is seen as a pathology that must be cured, whereas the social model views it as a biological variation that requires societal modification of barriers.
Reason (R): The Rights of Persons with Disabilities (RPWD) Act, 2016 is based on the medical model, focusing solely on biological diagnosis for certification.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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daily listening checks of the child's personal hearing technology.
Reason (R): Children with severe-to-profound hearing loss can reliably report minor changes in sound quality or device malfunction on their own.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

34. Which of the following informal assessments is specifically used to verify that a child has access to the full frequency range of speech sounds across the "speech banana"?
(A) The Peabody Picture Vocabulary Test of receptive language skills
(B) The Vineland Adaptive Behavior Scales for social developmental growth
(C) The Ling Six-Sound Test
(D) The Wechsler Intelligence Scale for Children to measure cognitive quotient

35. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): When teaching nursery rhymes and poems to oral deaf children, teachers should use rhythmic, repetitive, and acoustically highlighted speech.
Reason (R): Phonological awareness, which is critical for reading development, is reinforced by recognizing patterns of rhyme, rhythm, and alliteration in spoken language.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. What is "acoustic highlighting" in the context of oralist and AV pedagogy?
(A) Increasing the volume of the sound system until the child shows a clear startle reflex response
(B) Shining a colored laser pointer directly at the child's ears when a target word is spoken
(C) Removing the earmold of the hearing aid to let environmental raw sound enter the ear directly
(D) Modifying speech input through pausing, whispering, or changing pitch to highlight sounds

37. Consider the following techniques to develop fluency and spontaneous conversation in oral deaf children:
I. Creating communication sabotage (e.g., giving a child a cup with no juice) to elicit a natural verbal request.
II. Modeling correct grammatical structures rather than constantly correcting and punishing the child's speech errors.
III. Using experiential language charts based on real-life shared outings (e.g., a trip to the zoo) to prompt narrative storytelling.
Which of the above are evidence-based techniques?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

38. Why is "loud reading" practiced under supervision with oral deaf children in educational settings?
(A) To test the maximum output capacity of the child's cochlear implant processor
(B) To ensure other students in the back of the room can hear the text clearly without technology
(C) To monitor and adjust voice quality, pitch, and phrasing in real-time
(D) To train the child's vocal cords to handle high-strain shouting environments in public

39. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): A child with an air-conduction threshold of 95 dB HL across all frequencies cannot be taught using an oral/aural approach.
Reason (R): Pure-tone thresholds on an audiogram only measure raw sensitivity to pure tones, whereas speech perception and development depend heavily on the use of cochlear implants and systematic auditory training.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. Which developmental scale is commonly used by special educators to track auditory developmental

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system and establishing a rule to pass the transmitter.
(C) Teach Kabir to use manual sign language and assign a full-time interpreter to translate comments.
(D) Advise Kabir's parents to purchase a second high-gain hearing aid to bypass classroom audio issues.

70. What does the "Air-Bone Gap" on an audiogram indicate?
(A) The physical distance between the outer ear canal opening and the temporal bone structure
(B) A complete failure of the auditory nerve pathways to transmit electrical speech signals
(C) A conductive hearing loss component where bone is normal but air conduction is impaired
(D) The physiological difference in hearing thresholds between the left and right ear systems

71. Which of the following is a key strategy for teaching "narrative skills" to an oral deaf child?
(A) Giving the child a list of vocabulary words to memorize silently in class
(B) Forbidding the child from speaking during storytelling and using multiple-choice worksheets
(C) Encouraging the child to draw pictures of the story without any verbal description tasks
(D) Having the child retell a story using picture sequences and spoken expansion

72. An educator is working with an oral deaf child on auditory development. During an activity, the child can point to a key when hearing the word "key" from a set of objects. To transition the child from this stage to the Auditory Comprehension stage, which of the following tasks is most appropriate?
(A) Asking if the words 'key' and 'tea' are the same or different spoken behind them
(B) Asking the child to quickly turn their head when they hear a bell ring in the room
(C) Asking the child to point to a picture of a 'key' when hearing the target word
(D) Asking the child to explain in detail what we use a physical 'key' for in life

73. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): In Auditory-Verbal therapy, the clinician aims to make the child's home environment the primary laboratory for learning language.
Reason (R): Spoken language is learned most naturally through meaningful, repetitive, daily real-life interactions rather than isolated table-top therapy tasks.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

74. Which of the following is an example of "communication sabotage" to elicit verbal language?
(A) Turning off classroom lights while the teacher is speaking to test reactions
(B) Giving a coloring sheet but withholding crayons to elicit a verbal request
(C) Speaking in a foreign language the child does not understand to see if they ask
(D) Taking away the child's hearing aids to see if they notice the silent environment

75. In the context of deafness, "linguistic determinism" suggests that:
(A) The language a person speaks shapes their cognitive thoughts.
(B) The physical structure of the ear determines the language a child will speak in.
(C) Deaf children are genetically determined to only learn visual sign languages.
(D) Spoken language development is independent of early auditory sensory experiences.

76. Which of the following is a key objective of the National Education Policy (NEP) 2020 regarding inclusive education for children with disabilities?
(A) Segregating all children with high support needs into specialized residential institutions.
(B) Eliminating the use of expensive assistive technology in public schools to reduce state costs.
(C) Ensuring equal access, home-based schooling options, and inclusive teacher training.
(D) Replacing certified special educators with general teachers who have no specialized training.

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77. Consider the following stages of memory and cognitive processing involved when an oral deaf child processes a spoken sentence:
I. Sensory registry of the acoustic signal via the hearing technology.
II. Working memory retention of phonemes while decoding meaning.
III. Retrieval of vocabulary and semantic rules from long-term memory.
IV. Executive processing to formulate a verbal response.
Which of the above stages are involved in this process?
(A) I and II only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

78. What does "reverberation time" (RT) mean, and why is it important in special education for the hearing impaired?
(A) The time it takes for a teacher to respond to a student's question; low RT is more efficient.
(B) The battery life of a personal FM receiver; high RT is desirable to reduce overall costs.
(C) The time for a sound to drop by 60 dB; high RT causes echoes that smear speech signals.
(D) The speed of neural transmission along the auditory nerve to the temporal lobe of the brain.

79. Which of the following is an example of an "Identification" task under the Auditory Hierarchy?
(A) The child stops their physical play activity immediately when music stops.
(B) The child points to a blue balloon from a choice of three items.
(C) The child answers: 'Why do we wear a protective raincoat in wet weather?'
(D) The child distinguishes between a high-pitched whistle and a low-pitched drum.

80. Why is the "Ling Six-Sound Test" preferred for daily checks over general conversation?
(A) It measures the child's full cognitive intelligence quotient under clinical supervision.
(B) It teaches the child how to read standard English alphabet letters and phonetic words.
(C) It is a standardized test required by the government to grant official certificates.
(D) The six sounds span the frequency spectrum, allowing quick validation of device function.

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81. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): In an inclusive classroom, oral deaf students should not be seated at the very back of the room.
Reason (R): Sitting further away from the teacher decreases the direct-to-reverberant sound ratio, making speech comprehension significantly more difficult.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

82. Which of the following is a key component of an Individualized Education Programme (IEP) for an oral deaf student?
(A) A legal waiver exempting the student from participating in any school-wide assessments
(B) A structured schedule of manual sign language classes for the student's entire family
(C) Documented annual goals for auditory, speech, and device accommodations like FM systems
(D) A recommendation to transition the child to a manual special school within six months

83. What is "cued speech"?
(A) A system of manual handshapes near the mouth to make phonemes clear during lipreading
(B) A sign language dialect used by deaf communities in northern regions of India
(C) A method of teaching reading where the teacher points to written cues on the board
(D) A software program that translates speech into printed text in real-time displays

84. Which of the following is a primary challenge of "homophenes" in speechreading?
(A) They sound identical but look completely different on the lips of the speaker.
(B) They are only used in southern regional languages during fast conversations.
(C) They cannot be processed through modern multichannel digital cochlear implants.
(D) They look identical on the lips but represent different words and sounds.

85. Consider the following components of an Individualized Education Programme (IEP) for a child with hearing loss:
I. Current level of educational performance (including audiological data).
II. Measurable annual goals and short-term objectives.
III. Specific special education and related services to be provided.
IV. Transition plans and post-secondary goals (for older students).
V. A statement of physical education exemptions.
Which of the above are universally recognized as essential components for an effective IEP?
(A) I, II, and III only
(B) I, II, III, and IV only
(C) I, II, III, and V only
(D) I, II, III, IV, and V

86. Which of the following describes the "acoustic shadowing" effect of the human head?
(A) The head blocks visual sightlines, making speechreading impossible from side positions.
(B) The hair covers the hearing aid microphone, reducing its overall input sound volume.
(C) High-frequency sounds are attenuated traveling around the head, affecting localization.
(D) The skull bones absorb sound waves, preventing conductive hearing mechanisms from working.

87. In the context of oralism, "oracy" is developed through which primary method?
(A) Silent independent reading of classic literary texts in class
(B) Drilling the phonetic alphabet using physical charts and posters
(C) Translating sign language symbols into written English sentences
(D) Interactive spoken communication and active turn-taking

88. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, what is the minimum percentage of specified disability required to be classified as a "person with benchmark disability" for receiving government benefits?
(A) 30%
(B) 40%
(C) 50%
(D) 60%

89. Shivam, a 4-year-old child with a profound bilateral sensorineural hearing loss, was fitted with high-gain digital hearing aids 6 months ago. He is in an oral preschool class. The teacher reports that Shivam is highly distractible, runs around the room during circle time, and does not respond when called. A daily listening check reveals that his hearing aids squeal loudly (feedback) whenever they are turned on, indicating a poor earmold fit. What should the special educator do first?
(A) Refer Shivam for an immediate developmental assessment for childhood ADHD behavior.
(B) Inform the parents to have a new earmold made immediately to resolve the feedback.
(C) Remove his hearing aids and continue all instruction using natural manual gestures.
(D) Instruct the preschool teacher to seat Shivam in the corner to minimize running.

90. What is the main benefit of "binaural hearing" (hearing with both ears)?
(A) It allows the child to double their vocabulary size in half the learning time.
(B) It improves sound localization and speech understanding in noise environments.
(C) It prevents the child from experiencing chronic vestibular balance difficulties.
(D) It eliminates the need for any FM or digital remote microphones in school rooms.

91. Which of the following is a practice to avoid for parents of a child in an Auditory-Verbal program?
(A) Use hand gestures and point to objects instead of speaking.
(B) Talk to the child about what they are doing while cooking or cleaning dishes.
(C) Read books to the child every night, focusing on the story sounds and pictures.
(D) Conduct daily checks to ensure the personal hearing technology is working well.

92. A special educator is preparing an AVT plan for a child. The current target is "Auditory Detection". Which of the following is the most appropriate activity?
(A) Ask the child to tell the difference between the sounds 'sh' and 's' in isolation.
(B) Have the child point to a picture of a drum from a large field of four pictures.
(C) Drop a block into a bucket when a sound is heard, modeling "I hear that!".
(D) Read a short five-sentence story and ask the

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systems, these additional cues help reinforce the spoken message and reduce the fatigue associated with listening. This flexibility allows educators to support children with diverse hearing profiles and varying levels of success with their amplification devices.

27. (A) The frequency and intensity range of human speech phonemes
The "speech banana" is a graphic representation on an audiogram that outlines the frequency and intensity levels where most speech sounds occur. Phonemes like vowels are usually lower in frequency, while consonants like 's' or 'f' are higher. It helps educators and parents understand which parts of speech are accessible to a child based on their specific hearing thresholds.

28. (D) I, II, III, IV, and V
Formulating effective educational goals requires a comprehensive understanding of a child's hearing profile. Identifying thresholds for each ear across different frequencies and intensities is necessary to determine the degree of loss. Furthermore, comparing air and bone conduction helps identify the type of loss, allowing educators to tailor auditory training and select appropriate assistive technologies to maximize the child's learning potential.

29. (D) Seat Meera away from noise, use an FM system, and apply felt pads
Seating a student away from noise sources and using an FM system are critical for improving the signal-to-noise ratio in a classroom. High ceiling fans and hard floors create acoustic interference that masks speech signals. Applying felt pads to furniture legs further reduces environmental noise. These modifications ensure that the student receives a clear auditory signal, facilitating better engagement and communication.

30. (C) To capture attention and highlight speech contours using infant-directed cues
"Motherese" uses exaggerated pitch and melodic contours to capture an infant's attention and make speech more salient. This infant-directed communication highlights the rhythmic and prosodic features of language, which are easier for a child with hearing loss to detect. By emphasizing these acoustic cues, caregivers help the child begin the process of distinguishing speech from other sounds in the environment.

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31. (A) Both A and R are true and R is the correct explanation of A
Joint attention is a foundational skill where the child and adult focus on the same object simultaneously. This shared focus allows the child to listen to a spoken label while looking at the corresponding item, facilitating the mapping of sound to meaning. In an oralist approach, establishing this connection is essential for vocabulary acquisition and overall language development through the auditory-visual channel.

32. (D) Implement a visual talking token to signal whose turn it is
A visual talking token serves as a concrete signal to help children understand the structure of a conversation. By physically passing an object to indicate whose turn it is to speak, the teacher provides a clear expectation for social behavior. This strategy reduces interruptions and helps the child develop the self-regulation necessary for successful, fluid communication in group settings.

33. (C) A is true but R is false
Regular monitoring through daily listening checks is essential because hearing technology can fail or fluctuate without being obvious. Very young children or those with severe hearing loss often lack the self-awareness or linguistic ability to report minor malfunctions or changes in sound quality. Therefore, adults must take responsibility for ensuring that the child's access to sound remains consistent and optimal.

34. (C) The Ling Six-Sound Test
The Ling Six-Sound Test is a quick, informal tool used to verify that a child's hearing technology is providing access to the entire speech frequency range. By checking sounds like 'oo', 'ah', 'ee', 'sh', 's', and 'm', educators can ensure the child is hearing both low and high frequencies. This daily verification is vital for maintaining effective auditory-verbal communication.

35. (A) Both A and R are true and R is the correct explanation of A
Using nursery rhymes and rhythmic speech helps oral deaf children develop phonological awareness by highlighting the sounds within words. Patterns of rhyme and alliteration make spoken language more predictable and engaging, which aids in auditory memory and speech rhythm. These oral

ANSWERS

1. (A) A pathological deficit within the individual requiring medical correction or rehabilitation
The medical model views deafness as a deficiency within the individual's biological system that requires clinical intervention. It focuses on diagnosing the degree of loss and implementing treatments like hearing aids or cochlear implants to restore hearing. This perspective treats deafness as a pathological condition to be cured rather than a social or cultural identity.

2. (C) The systemic barriers, negative attitudes, and societal exclusion of deaf people
The social model defines disability as the result of a mismatch between an individual's impairment and an inaccessible environment. In this framework, deafness becomes a disability only because society fails to provide visual or acoustic accommodations. It shifts the focus from fixing the individual to removing systemic barriers, negative attitudes, and exclusionary practices that hinder full participation.

3. (A) Both A and R are true and R is the correct explanation of A
Identifying hearing loss before six months allows for intervention during a critical period of high neural plasticity. The human brain is most receptive to auditory stimuli in early infancy, facilitating the formation of necessary neural pathways for speech. Providing sound access early prevents the permanent loss of these pathways through neural pruning, ensuring optimal spoken language outcomes for children.

4. (D) The acoustic masking of speech signals by reverberation and ambient noise
Traditional classrooms often feature hard surfaces and ambient noise that create significant acoustic challenges. For children with severe-to-profound hearing loss, reverberation and background sounds smear speech signals, making them unintelligible even with amplification. This acoustic masking prevents the child from distinguishing clear speech from noise, thereby creating a major barrier to accessing spoken educational content effectively.

5. (B) Integrating the child into the hearing majority through spoken communication
The oralist approach assumes that developing spoken language is essential for a deaf child's integration into the hearing majority. By focusing on listening and speaking skills, the paradigm aims to foster personal autonomy through direct communication with society. It prioritizes the use of residual hearing and speechreading to build an identity rooted in the mainstream linguistic environment.

6. (D) I, II, and III
Effective communicative access requires a comprehensive approach involving environmental, technological, and behavioral strategies. Acoustic treatment minimizes echoes, while FM systems deliver the teacher's voice directly to the student's ears, bypassing noise. Simultaneously, maintaining clear visual access to the teacher's face supports speechreading, which serves as a vital supplement to the auditory signal in inclusive, mainstream educational settings.

7. (D) Consistent device use and intensive Auditory-Verbal therapy can develop spoken language.
Educators must clarify that while modern technology provides sound access, it does not restore normal physiological hearing. Developing spoken language requires consistent use of devices like cochlear implants combined with intensive, structured therapy. Success depends on the child's active engagement and the family's commitment to providing a rich auditory environment, rather than assuming that technology alone is sufficient.

8. (A) The progressive loss of auditory brain pathway connections due to lack of sensory stimulation
Auditory deprivation occurs when the auditory pathways in the brain are not stimulated by sound for an extended period. Without sensory input, the neural connections responsible for processing speech sounds weaken or are reassigned to other senses. This progressive loss makes it increasingly difficult for the brain to interpret auditory information later, underscoring the urgency of early intervention.

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as it requires the brain to process the distinct acoustic features of different auditory stimuli.

45. (C) I, II, and III only
The Auditory-Verbal approach utilizes strategies like the hand cue, acoustic highlighting, and pausing to foster the development of listening skills. These techniques are designed to focus the child's attention on auditory information and provide processing time. Unlike other methods, it does not incorporate manual signing systems, as its primary goal is to develop spoken language through the auditory channel alone.

46. (C) Speaking to the child before showing them the object to encourage auditory-first processing.
The "Auditory First" strategy involves presenting a spoken stimulus before showing any corresponding visual information. By speaking first, the educator ensures that the child's brain processes the sound independently of visual cues. This practice encourages the development of the auditory pathway as the primary source of information, which is a core tenet of building effective listening and spoken language skills.

47. (B) A carpeted room with soft furnishings to absorb sound and minimize distraction.
An optimal listening environment for therapy should be quiet and free from distractions. Using carpets and soft furnishings helps minimize reverberation and background noise, ensuring that the child can focus entirely on the therapist's voice. This controlled acoustic setting is essential for the child to accurately perceive and process the subtle differences in speech sounds during intensive auditory training sessions.

48. (A) I, II, and III only
Designing effective instructional activities in Auditory-Verbal Therapy requires integrating listening, spoken language, and cognitive development. These domains are interconnected, as auditory perception provides the foundation for language, which in turn facilitates higher-order thinking skills. Manual sign articulation is not included, as the approach focuses exclusively on the development of spoken communication and the strengthening of the auditory pathway for learning.

49. (C) Identification
Rohan has demonstrated success at the identification stage because he was able to label and select a specific object based on a spoken prompt. This task requires the child to recognize a word from a set of options and associate it with its meaning. It moves beyond simple detection and discrimination by requiring the listener to link an auditory signal to a known concept.

50. (C) To temporarily remove visual speechreading cues to focus entirely on the auditory signal.
The hand cue is used in Auditory-Verbal therapy to temporarily block the child's view of the therapist's mouth. This forces the child to rely solely on their hearing to decode the speech signal, rather than using lipreading. By removing visual cues, the therapist targets the development of the auditory cortex, helping the brain become more efficient at processing spoken language.

51. (A) Answering open-ended questions about a story read aloud
Auditory comprehension is the highest level of the listening hierarchy and involves understanding the meaning of complex, connected speech. Answering open-ended questions about a story requires the listener to process multiple sentences, retain information in memory, and use linguistic and cognitive skills to formulate a response. This task goes beyond simple word recognition to demonstrate a deep understanding of spoken communication.

52. (D) Say: "Find the vehicle that we use to drive to the grocery store with Mommy."
To move from identification to comprehension, the child must go beyond simply labeling objects and begin understanding language in context. Asking the child to find an object based on its function or a descriptive sentence, rather than just its name, requires higher-level processing. This shift focuses on the meaning and use of language, which is the core goal of the comprehension stage.

53. (A) Both A and R are true and R is the correct explanation of A
Parent-coaching is fundamental to Auditory-Verbal therapy because parents are the child's most consistent language models. Since language acquisition happens throughout the day, parents must learn to apply auditory-verbal strategies during natural routines like mealtime or play. This ensures the child receives constant, meaningful stimulation, which is far more effective than

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classroom settings to support a broader range of learning styles.

18. (C) Using the child's established auditory-verbal vocabulary as the basis for reading
The transition to literacy is most effective when it builds upon the child's existing auditory-verbal vocabulary. By using words and concepts the child already understands through listening and speaking, educators can create meaningful connections to printed text. This approach leverages established linguistic knowledge to facilitate the decoding process, making reading and writing more intuitive and accessible for the student.

19. (A) Homophenous words that look identical on the lips but sound different
Speechreading is extremely difficult because many speech sounds look identical on the lips, even if they sound very different. These are known as homophenous words or sounds. Since a large portion of phonemes are produced at the back of the throat or without distinct lip movements, the visual signal is often ambiguous, making it impossible to achieve full comprehension through vision alone.

20. (D) Arrange seating in a U-shape for clear sightlines to peers and teacher
Arranging classroom seating in a U-shape provides clear sightlines for the oral deaf student to see both the teacher and their peers. This arrangement facilitates speechreading and social engagement during group discussions. By ensuring the student can easily observe facial expressions and lip movements of all speakers, the teacher creates an inclusive environment that supports multi-sensory communication and participation.

21. (A) Both A and R are true and R is the correct explanation of A
Speechreading is a limited tool because only a small percentage of speech sounds are clearly visible on the speaker's face. Many phonemes are homophenous, meaning they appear identical visually, or are articulated deep within the mouth where they cannot be seen. Consequently, relying solely on visual cues leads to significant gaps in understanding, requiring auditory input to achieve full comprehension.

22. (C) Replacing hard-surface flooring with carpets to minimize echo
Minimizing echo is crucial for enhancing the quality of the auditory signal in a home setting. Hard surfaces reflect sound waves, creating reverberation that can distort speech for a child with hearing loss. Replacing hard flooring with carpets or adding soft furnishings helps absorb these reflections, providing a clearer and more accessible acoustic environment for the child to practice listening.

23. (D) Using context and topic familiarity to fill in missing acoustic info
Anticipatory behaviors involve using situational context, topic knowledge, and environmental cues to predict what a speaker might say. This strategy helps children fill in the gaps when they miss certain auditory or visual information. By preparing for the likely content of a conversation, the student can more effectively decode the overall message, reducing the cognitive load required for real-time speech processing.

24. (A) Speaking while writing on the blackboard with your back turned to the classroom
Teachers should avoid speaking while their back is turned, such as when writing on a blackboard. This action eliminates visual cues and directs the acoustic signal away from the student, making speech comprehension nearly impossible for an oral deaf child. Maintaining a clear view of the face and directing the voice toward the class are essential for ensuring communicative access.

25. (B) I, II, III, and V
Effective home-based practices include using infant-directed speech to highlight acoustic contours and expanding on the child's incomplete utterances to model correct grammar. Ensuring turn-taking during interactions and labeling objects during shared activities also support language growth. While auditory focus is important, minimizing eye contact is not recommended, as joint attention is a fundamental prerequisite for mapping language onto the world.

26. (B) Because it utilizes visual and tactile inputs to support weak auditory systems
A multi-sensory approach is often preferred in school settings because it provides redundant information through visual and tactile channels. For children with weak or inconsistent auditory

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child to answer comprehension questions.

93. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R):
Assertion (A): Deafness is a low-incidence disability that requires highly specialized professional training for educators.
Reason (R): General education teachers can easily accommodate deaf students by simply writing lessons on the blackboard without modifying classroom acoustics or speech patterns.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

94. Which of the following describes the "binaural squelch effect"?
(A) The brain's ability to focus on a visual image while ignoring auditory inputs.
(B) The physical sensation of raw pressure when a custom earmold is too tight.
(C) The brain integrating signals from both ears to suppress background noise.
(D) The electronic compression of loud sounds by a digital personal hearing aid.

95. What is the primary purpose of "rephrasing" rather than "repeating" when an oral deaf child misunderstands a sentence?
(A) To test if the child knows synonyms of the specific vocabulary words used.
(B) To provide new acoustic cues and simpler vocabulary to help decode the message.
(C) To make the sentence longer so the child has more time to listen to speech.
(D) To show the child that their failure to understand is disappointing to others.

96. Which of the following is an example of a "Uni-Sensory" approach in deaf education?
(A) Total Communication
(B) Signed Exact English (SEE)
(C) Bilingual-Bicultural Approach
(D) Auditory-Verbal Therapy (AVT)

97. Consider the following characteristics of Auditory-Verbal Therapy (AVT):
I. It is designed for children who use hearing aids or cochlear implants.
II. It is delivered in a one-on-one session with the therapist, child, and parent.
III. It teaches sign language alongside spoken language.
IV. It targets the development of the auditory pathway as the primary channel for learning.
Which of the above are critical characteristics of AVT?
(A) I and III only
(B) II and IV only
(C) I, II, and IV only
(D) I, II, III, and IV

98. In India, corporate funding for special education resources is often obtained under which regulatory framework?
(A) The Rehabilitation Council of India Act, 1992 regulatory framework
(B) The National Trust Act, 1999 for welfare of multiple disabilities
(C) CSR provisions under Section 135 of the Companies Act
(D) The Right to Education Act, 2009 mandating free education for all

99. Which of the following is an auditory-verbal technique where the teacher says a target word, pauses, and looks expectantly at the child to encourage them to speak?
(A) Expectant delay
(B) Acoustic highlighting
(C) Auditory sandwich
(D) Communication sabotage

100. What is the "Auditory Sandwich" technique?
(A) Eating meals while practicing auditory localization drills in therapy
(B) Mixing sign language and written text simultaneously in school lessons
(C) Alternating ten minutes of quiet listening with ten minutes of loud music
(D) Listening only, then with visual cues, then listening again

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foundations are crucial for later literacy, as they prepare the child to recognize and manipulate the sounds used in reading.

36. (D) Modifying speech input through pausing, whispering, or changing pitch to highlight sounds
Acoustic highlighting involves temporarily modifying the way a word or sound is spoken to make it more noticeable to the child. Techniques such as increasing duration, changing pitch, or adding a brief pause before a target word help the brain focus on specific acoustic features. This strategy is used to support the child in perceiving and eventually producing difficult speech sounds.

37. (D) I, II, and III
Communication sabotage, modeling correct grammar, and using experiential language charts are all effective strategies for promoting spontaneous speech. Sabotage creates a natural need for the child to use language to solve a problem. Modeling provides a correct linguistic example without the negative impact of constant correction, while experience charts help children organize their thoughts into narratives based on shared, real-life events.

38. (C) To monitor and adjust voice quality, pitch, and phrasing in real-time
Supervised loud reading allows educators to monitor and provide immediate feedback on a child's speech production. It provides an opportunity to assess voice quality, articulation accuracy, and the use of appropriate phrasing and intonation. This practice helps the child develop better self-monitoring skills and ensures that their spoken language is intelligible and natural sounding in various social and academic contexts.

39. (D) A is false but R is true
A profound pure-tone threshold on an audiogram does not automatically preclude a child from an oral-aural approach. While raw sensitivity is low, modern cochlear implants can provide significant access to the speech spectrum. Success in developing spoken language depends more on the effectiveness of the technology and the quality of systematic auditory training than on the initial unaided hearing thresholds.

40. (A) LittlEARS or CAP scales
Scales like LittlEARS and the Meaningful Auditory Integration Scale (MAIS) are specifically designed to track the early auditory developmental milestones of children with hearing loss. They help special educators monitor how a child is responding to sound and using their hearing technology in daily life. These tools are essential for evaluating the effectiveness of intervention and adjusting individual auditory goals.

41. (A) Both A and R are true and R is the correct explanation of A
Auditory-Verbal Therapy systematically focuses on the auditory channel by temporarily removing visual cues during listening tasks. This approach is based on the principle of neuroplasticity, where the brain is encouraged to strengthen auditory neural pathways that might otherwise be ignored. By forcing reliance on hearing, the therapy helps children maximize their use of technology to process and understand spoken language.

42. (B) AV therapy is only effective for children with mild-to-moderate hearing losses.
A common misconception is that Auditory-Verbal therapy is only suitable for children with mild or moderate hearing loss. In reality, with the advent of advanced cochlear implant technology, children with profound hearing loss can also achieve excellent results. The approach is effective for a wide range of hearing levels, provided there is optimal technology fitting and consistent, high-quality intervention.

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43. (A) Detection, Discrimination, Identification, Comprehension
The Auditory Hierarchy is a structured framework that guides the development of listening skills in a specific order. It begins with detection, which is simply noticing sound. This is followed by discrimination, or telling sounds apart, and identification, which is labeling a sound or word. The final and most complex stage is comprehension, where the child understands the meaning of spoken language.

44. (B) Discrimination
At the discrimination stage, a child is able to perceive differences between sounds, such as variations in pitch, duration, or intensity. For example, the child can distinguish between two environmental sounds without necessarily knowing what they represent. This level of listening is a critical precursor to identification,

9. (B) Model acoustic highlighting, simplified language, and background noise reduction.
Immediate intervention should focus on creating an optimal listening environment by reducing background noise, such as the television. Educators should model acoustic highlighting and simplified language to help the child map sounds to meaning during the early post-implantation phase. These strategies ensure that the auditory signal is clear and accessible, which is essential for developing spoken language skills.

10. (B) Cortical reorganization where the unused auditory cortex is colonized by other sensory inputs
Cortical reorganization involves the brain's tendency to reallocate unused sensory areas to other functions. When the auditory cortex does not receive sound stimulation, it may be colonized by visual or tactile processing systems. Early auditory stimulation prevents this cross-modal plasticity, preserving the auditory cortex's specialized function and leading to significantly better spoken language outcomes for infants with hearing loss.

11. (A) 'Deaf' represents a cultural-linguistic identity, while 'deaf' refers to audiological hearing loss.
The term 'Deaf' with a capital 'D' identifies individuals who share a common sign language and cultural heritage. In contrast, 'deaf' with a lowercase 'd' is a medical or audiological term referring to the physical condition of hearing loss. This distinction highlights the difference between seeing deafness as a community-based identity versus a biological or sensory impairment.

12. (C) How to advocate for their acoustic needs like requesting teachers to use FM systems
Promoting autonomy involves empowering students to manage their own accessibility needs in diverse environments. Teaching a student to advocate for acoustic modifications, such as requesting the use of an FM system, ensures they take responsibility for their learning. This self-advocacy is a critical life skill that allows oral deaf students to navigate secondary school and beyond with greater independence.

13. (D) A is false but R is true
Modern hearing technology, including advanced hearing aids and cochlear implants, provides significant access to the speech spectrum across various frequencies. While these devices do not perfectly replicate natural hearing, they provide sufficient auditory information for children with severe hearing loss to develop spoken language. With consistent intervention and training, many of these children successfully acquire language through the auditory channel.

14. (C) High reverberation time caused by hard, uncarpeted surfaces reflecting sound
Large open spaces like school gyms often have hard, reflective surfaces such as uncarpeted floors and bare walls. These surfaces increase reverberation time, causing sounds to bounce and overlap, which creates an echo effect. For oral deaf students, this smearing of speech signals makes it nearly impossible to distinguish clear instructions from the surrounding noise, severely limiting their communicative access.

15. (B) Age of device fitting, consistency of use, family support, and additional disabilities
A child's ability to produce clear speech is influenced by a combination of audiological, environmental, and personal factors. Early device fitting and consistent usage are fundamental to providing the brain with necessary sound patterns. Additionally, the level of family support and the presence of any concurrent disabilities significantly impact the rate and quality of the child's spoken language development.

16. (D) Spoken language development, including listening and speaking, as a basis for literacy
Oracy encompasses the development of both listening and speaking skills, serving as the foundational platform for later academic achievement. In an oralist framework, mastering these oral communication skills is seen as a prerequisite for literacy. By building a strong spoken vocabulary and understanding of language structures, children are better prepared to transition into reading and writing in the mainstream curriculum.

17. (B) I and III
The uni-sensory approach, typical of Auditory-Verbal Therapy, focuses on training the auditory pathway by minimizing visual cues like lipreading. This method is often delivered in one-on-one sessions involving parent participation. In contrast, multi-sensory approaches encourage the use of visual and tactile information alongside hearing and are frequently implemented in

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isolated therapy sessions for developing long-term spoken language skills.

54. (C) High teacher ratios, poor classroom acoustics, and a shortage of certified AV educators.
Implementing a strict Auditory-Verbal approach in many educational settings is hindered by environmental and systemic factors. High student-teacher ratios and poor classroom acoustics make it difficult to provide the focused auditory attention required. Furthermore, there is a significant shortage of specialized professionals who are certified to deliver this intensive model, limiting its availability to many children who could benefit.

55. (D) Financial subsidies for hearing aids and pediatric cochlear implants under specific criteria
The ADIP Scheme is a government initiative designed to provide essential assistive devices to persons with disabilities from economically weaker backgrounds. For children with hearing impairment, this includes financial subsidies or full coverage for high-quality hearing aids and pediatric cochlear implants. This support is critical for ensuring that children have early access to the sound necessary for developing spoken language.

56. (A) Ensuring daily functional checks of devices and assistive listening systems
A successful oral communication policy requires ensuring that every student has consistent access to clear sound. Daily functional checks of hearing aids, cochlear implants, and classroom FM systems are essential for maintaining this access. Without working technology, students cannot participate in an auditory-based curriculum, making technological maintenance the most critical prerequisite for the effective implementation of an oralist school program.

57. (A) I, II, III, and IV
Procuring expensive hearing technology for disadvantaged families involves tapping into diverse funding sources. The government's ADIP scheme is a primary avenue, supplemented by corporate social responsibility (CSR) initiatives and charitable organizations. Crowdfunding has also emerged as a viable way to raise funds. Together, these resources help bridge the financial gap, ensuring that more children can access life-changing auditory technologies.

58. (B) Adapting oral strategies to use low-cost local household items and native languages
In rural community-based rehabilitation, educators must adapt specialized oral strategies to fit the local context and resources. This includes using everyday household objects for therapy and communicating in the family's native language. By making interventions culturally and practically relevant, the educator ensures that families can consistently support the child's language development without needing expensive equipment or specialized urban facilities.

59. (A) Organizing audiologist visits to monitor hearing and device programs
Administrators play a vital role in supporting an oral communication policy by coordinating professional services. Organizing regular visits from audiologists ensures that students' hearing levels and devices are consistently monitored and optimized. This professional oversight is necessary to address any changes in hearing or equipment function, ensuring that the school environment remains a place where students can successfully listen and learn.

60. (C) Outcomes will likely be limited due to missing the critical period of neural plasticity.
When a child receives a cochlear implant late in childhood without prior auditory experience, outcomes for spoken language are typically limited. The brain's critical period for auditory neural plasticity has largely passed, making it much harder to learn to interpret complex speech sounds. While the child may benefit from environmental sound awareness, achieving age-appropriate spoken communication is highly unlikely in these cases.

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61. (C) A is true but R is false
While the medical model focuses on pathology and cure, the social model emphasizes the removal of societal barriers. The RPWD Act of 2016 actually moves toward a rights-based perspective, incorporating the social model's principles. Although it uses biological criteria for benchmark disability certification, its overall framework is designed to ensure full participation and inclusion, rather than focusing solely on medical diagnosis.

integration.

20. Which of the following statements about neural plasticity and language acquisition in deaf children is correct?
(A) Visual language is processed in separate visual cortex areas, completely bypassing the brain's left hemisphere.
(B) The human brain retains infinite language capacity, meaning early linguistic isolation does not affect adult fluency.
(C) Neural plasticity processes make early visual language exposure redundant for infants with profound hearing loss.
(D) Sign language exposure activates left-hemisphere language areas, demonstrating biological readiness for language.

21. What is the major pedagogical challenge of using Simultaneous Communication (Simcom) in Indian classrooms?
(A) Teachers often omit crucial signs or compromise the grammatical structures of both systems, creating confusing input.
(B) It mandates that instructors remain completely silent during lessons, which severely disorients and confuses hearing peers.
(C) It demands significant capital funding and specialized training because it relies on expensive, high-end electronic tools.
(D) It is explicitly banned in inclusive classrooms under the provisions of the Right to Education (RTE) Act of 2009.

22. Consider the requirements for implementing Educational Bilingualism (ISL and written language) in Indian schools:
I. Teachers must have native-like or high-level fluency in Indian Sign Language.
II. Standardized curriculum materials and bilingual textbooks must be available.
III. Sign language must be treated as the medium of instruction, with the written language taught as a second language.
Which of the above statement(s) represent the necessary prerequisites?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

23. How does Simultaneous Communication (Simcom) compare with Educational Bilingualism in terms of structural linguistic integrity?
(A) Simcom alters sign grammar to match spoken word order, while bilingualism preserves the unique structure of both languages.
(B) Simcom fully preserves the complex grammatical structures of both languages at the same time, whereas bilingualism mixes them up.
(C) Simcom uses visual-gestural codes with zero speech, whereas educational bilingualism depends exclusively on verbal-auditory teaching.
(D) There are no core linguistic differences, as both approaches utilize identical linear sentence structures and morphological markers.

24. A special education teacher wants to monitor a student's development of receptive skills in Indian Sign Language (ISL). Which assessment strategy is most appropriate?
(A) Requesting the student to rapidly finger-spell a lengthy sequence of advanced academic vocabulary terms.
(B) Assessing the vocal pronunciation and phonetic accuracy of spoken sounds during manual communication.
(C) Observing the student's ability to replicate physical sign shapes without understanding their semantic meaning.
(D) Showing a signed story and asking comprehension questions about the narrative using signs or drawings.

25. In the context of early childhood intervention, consider the following Assertion (A) and Reason (R):
Assertion (A): Family training and guidance are essential components of early intervention programs for deaf children of hearing parents.
Reason (R): Over 90% of deaf children are born to hearing parents, most of whom have no prior experience with deafness or sign language.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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crucial for determining the appropriate medical or technological intervention for the child.

71. (D) Having the child retell a story using picture sequences and spoken expansion
Teaching narrative skills involves helping a child organize events into a logical sequence and express them verbally. Using picture sequences as a visual guide allows the child to focus on the structure of the story while the educator provides spoken expansion and prompts. This interactive process encourages the child to use more complex language and develops their ability to share experiences clearly.

72. (D) Asking the child to explain in detail what we use a physical 'key' for in life
To reach the comprehension stage, the child must move beyond simple word identification to understanding the meaning and purpose of language. Asking the child to explain the function of an object, such as a key, requires them to process spoken information and relate it to their real-world knowledge. This cognitive-linguistic task demonstrates a deeper level of understanding than just pointing to a picture.

73. (A) Both A and R are true and R is the correct explanation of A
Auditory-Verbal therapy prioritizes the home as the primary learning environment because language is most effectively acquired through natural, daily interactions. By coaching parents to use strategies during routine activities, the therapist ensures that the child receives consistent and meaningful auditory stimulation. This approach leverages the parent-child bond and the repetition of everyday life to foster more rapid and natural language development.

74. (B) Giving a coloring sheet but withholding crayons to elicit a verbal request
Communication sabotage involves creating a situation where the child must use language to achieve a goal or resolve a problem. Withholding a necessary item, such as crayons for a coloring activity, prompts the child to make a verbal request. This technique is used to elicit spontaneous speech and reinforce the practical value of communication in a natural and engaging way.

75. (A) The language a person speaks shapes their cognitive thoughts.
Linguistic determinism suggests that the specific language an individual speaks or uses shapes their cognitive processes and worldview. In the context of deafness, this means that a child's early linguistic environment—whether it is spoken or signed—will influence how they organize thoughts and perceive reality. This concept underscores the importance of providing children with a rich and accessible language from birth.

76. (C) Ensuring equal access, home-based schooling options, and inclusive teacher training.
The National Education Policy 2020 emphasizes the importance of inclusive education, ensuring that all children with disabilities have equal access to quality learning. This includes providing home-based schooling options and specialized teacher training to support diverse needs. The policy aims to create a flexible and supportive educational system that utilizes assistive technology and individual accommodations to promote the full participation of every student.

77. (D) I, II, III, and IV
Processing spoken language is a complex cognitive task involving multiple stages. It begins with the sensory registry of the sound, followed by working memory holding phonemes while the brain decodes their meaning. Retrieval of vocabulary from long-term memory allows for semantic understanding, while executive processing coordinates the formulation of a response. Each of these steps is essential for successful communication in an oralist environment.

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78. (C) The time for a sound to drop by 60 dB; high RT causes echoes that smear speech signals.
Reverberation time is the duration it takes for a sound to decay by 60 decibels. In classrooms, a high reverberation time causes sound waves to bounce off hard surfaces, creating echoes that overlap with and smear speech signals. For students with hearing impairment, this makes speech much harder to understand, highlighting the need for acoustic treatments to ensure a clear auditory signal.

syntax.

(D) ISL is a universal code used globally, whereas ISS is restricted to a single dialect in Northern India.

7. According to the Rights of Persons with Disabilities (RPWD) Act, 2016, "Deaf" is defined as having how many decibels (dB) of hearing loss in both ears in the conversational range of frequencies?

(A) 60 dB to 70 dB
(B) 70 dB or more
(C) 80 dB or more
(D) 90 dB or more

8. A special education teacher notices that a deaf student who communicates primarily through sign language struggles to grasp abstract academic concepts when taught solely through written English texts. What is the most likely underlying reason?

(A) The student suffers from an underlying, undiagnosed intellectual disability that limits general cognitive processing.
(B) Natural sign languages are structurally inadequate for conveying highly complex, abstract academic concepts.
(C) The student lacks personal motivation and interest to adapt to standard mainstream printed classroom materials.
(D) Written English is their second language, and they lack a primary natural sign language (L1) foundation.

9. Read the scenario below and answer the question that follows:

Aarav is a 5-year-old deaf child born to hearing parents who do not know sign language. He has not received any formal language training and has limited access to spoken language because of profound hearing loss. Upon entering a special school, he is exposed to Indian Sign Language (ISL) for the first time. What educational priority should the special educator establish first for Aarav?

(A) Introduce complex grammatical rules of written English and regional languages using intensive academic drills.
(B) Provide a rich visual environment focusing on natural sign communication to build his primary language foundation.
(C) Provide intensive spoken therapy to ensure he can communicate vocally with his hearing family members.
(D) Prohibit manual signs to force immediate development of auditory-verbal communication via hearing devices.

10. Consider the following statements regarding common myths and facts about Indian Sign Language (ISL):

I. ISL is universal and is understood by deaf individuals all over the world.
II. ISL is merely a visual representation of spoken Hindi or English.
III. ISL has its own complex grammatical rules, including spatial syntax and non-manual markers.
IV. Sign language hinders the development of speech and should only be used as a last resort.

Which of the above statement(s) represent common myths (rather than facts) about Indian Sign Language?

(A) I, II, and IV
(B) I, II, and III
(C) II, III, and IV
(D) I, III, and IV

11. The National Education Policy (NEP) 2020 makes which of the following recommendations regarding Indian Sign Language (ISL)?

(A) ISL should be completely prohibited in early education to prioritize intensive spoken language training.
(B) ISL instruction should be confined to specialized schools, preventing its integration into public classrooms.
(C) ISL is slated for replacement by an advanced digital translation system used across all educational settings.
(D) ISL will be standardized, and National and State educational materials will be developed for school curricula.

12. Consider the following statements regarding the paradigms of deafness:

I. Deafness is seen as a cultural and linguistic minority identity.
II. The focus is on correcting physical deficits through technological means.
III. Society is seen as disabling the individual through physical, attitudinal, and communication barriers.
IV. Accommodation, accessible sign language interpreters, and bilingual-bicultural education are key demands.
V. Deafness is treated primarily as a personal

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successful communication in society and as a basis for later academic learning.

88. (B) 40%
Under the Rights of Persons with Disabilities (RPWD) Act of 2016, an individual must have a minimum of 40% of a specified disability to be classified as a "person with benchmark disability." This certification is required to access various government benefits, including reservations in higher education and government employment. It ensures that those with significant support needs receive targeted assistance and protections.

89. (B) Inform the parents to have a new earmold made immediately to resolve the feedback.
The immediate priority for a child whose hearing aids are producing loud feedback is to fix the cause of the squealing. A poor earmold fit is the most common reason for feedback, as it allows sound to leak out and be picked up by the microphone again. Resolving this issue by getting new earmolds is essential for ensuring the child has comfortable and effective access to sound.

90. (B) It improves sound localization and speech understanding in noise environments.
Hearing with both ears, or binaural hearing, is crucial for accurately localizing where sounds are coming from. It also enables the brain to better distinguish speech from background noise, a phenomenon known as the binaural squelch effect. For a child with hearing loss, having access to sound from both sides significantly improves their ability to navigate complex social and educational environments more effectively.

91. (A) Use hand gestures and point to objects instead of speaking.
Parents in an Auditory-Verbal program should avoid using manual gestures or pointing as a primary way to communicate. The goal of this approach is to encourage the child to rely on their hearing to understand spoken language. By over-relying on visual cues, the parent may unintentionally reduce the child's motivation and opportunity to develop their auditory processing and spoken language skills.

92. (C) Drop a block into a bucket when a sound is heard, modeling "I hear that!".
Auditory detection is the most basic level of listening, where the goal is simply for the child to indicate whether they have heard a sound. An appropriate activity involves the child performing a simple action, such as dropping a block in a bucket, whenever a sound is presented. This builds the foundational awareness of sound that is necessary for all subsequent stages of auditory development.

93. (C) A is true but R is false
Deafness is indeed a low-incidence disability that requires specialized knowledge to address effectively. General education teachers cannot provide adequate support by simply writing on a blackboard, as this does not address the fundamental need for acoustic modifications and specialized speech patterns. Proper inclusion requires a comprehensive approach that includes technological accommodations and the expertise of trained professionals to ensure meaningful access to the curriculum.

94. (C) The brain integrating signals from both ears to suppress background noise.
The binaural squelch effect is a process where the brain integrates auditory information from both ears to suppress background noise. This improves the clarity of the primary speech signal, making it easier to understand conversations in challenging acoustic environments. For individuals with hearing loss, having balanced hearing in both ears is essential to benefit from this natural neurological ability to filter out unwanted sound.

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95. (B) To provide new acoustic cues and simpler vocabulary to help decode the message.
Rephrasing is a strategic way to help a child who has misunderstood a sentence by providing new acoustic and linguistic cues. By using different vocabulary or a simpler sentence structure, the speaker makes the message easier to decode. This approach is more effective than simple repetition, as it offers the child a second chance to understand the meaning through a slightly different auditory signal.

96. (D) Auditory-Verbal Therapy (AVT)
Auditory-Verbal Therapy is a prominent example of a uni-sensory approach because it focuses exclusively on developing the auditory pathway. Unlike total communication or bilingual-bicultural methods, it intentionally restricts visual cues during targeted listening tasks to force the brain to rely on hearing. This

specific focus is designed to maximize the child's potential to learn and speak using their residual hearing and technology.

97. (C) I, II, and IV only
Auditory-Verbal Therapy is characterized by its focus on children who use hearing technology to develop spoken language through the auditory channel. Sessions are typically one-on-one and involve parent participation to ensure strategies are carried over into daily life. It does not use sign language, as the primary objective is to strengthen the auditory pathway and foster natural speech and listening skills.

98. (C) CSR provisions under Section 135 of the Companies Act
In India, companies are encouraged to fund social welfare projects, including those for special education and disability resources, under the Corporate Social Responsibility provisions of the Companies Act. Section 135 requires certain businesses to spend a portion of their profits on such initiatives. This framework provides a vital source of funding for procuring high-cost assistive devices and supporting educational programs for children with disabilities.

99. (A) Expectant delay
Expectant delay is a technique where a teacher or parent provides a spoken prompt and then pauses while looking at the child with an expectant expression. This pause gives the child time to process the information and signals that a verbal response is expected. It is a powerful tool for encouraging spontaneous speech and promoting active participation in a conversational exchange.

100. (D) Listening only, then with visual cues, then listening again
The Auditory Sandwich technique involves presenting information through listening only, followed by adding a visual cue if the child does not understand, and finally presenting the information again through listening only. This strategy reinforces the auditory signal by ensuring that the child's last experience with the stimulus is through their hearing. It is used to build confidence and strengthen the auditory-verbal connection.

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CHAPTER 22

Communication Options: Manual (Indian Sign Language)

1. Which of the following paradigms of deafness views hearing loss primarily as a sensory deficit or biological impairment that must be treated, cured, or rehabilitated using assistive clinical devices, such as cochlear implants and hearing aids, to approximate typical hearing?
(A) The Socio-Cultural Paradigm
(B) The Human Rights Paradigm
(C) The Educational-Bilingual Paradigm
(D) The Medical-Pathological Paradigm

2. Consider the following statements regarding the concept of "Deaf culture":
I. Deaf culture is characterized by the shared use of a visual-gestural language rather than a spoken one.
II. Membership in Deaf culture is determined solely by the medical severity of an individual's hearing loss.
III. Deaf culture encompasses unique social norms, values, traditions, and literary heritages such as sign language poetry and storytelling.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

3. Under which Ministry of the Government of India was the Indian Sign Language Research and Training Centre (ISLRTC) established as an autonomous body to promote and develop Indian Sign Language?
(A) Ministry of Education and Human Resource Development
(B) Ministry of Social Justice and Empowerment
(C) Ministry of Home Affairs and Internal Security
(D) Ministry of Culture, Tourism, and Heritage

4. The concept of "Deaf Gain" is best defined as:
(A) The financial compensation and allowances provided to deaf individuals under social welfare schemes.
(B) The percentage of hearing threshold recovery measured after surgical intervention or auditory training.
(C) The rapid acquisition of spoken language skills by children with post-lingual hearing loss.
(D) The sensory, cognitive, and creative benefits that deafness brings to human diversity and communication.

5. In the context of deaf education and development, consider the following Assertion (A) and Reason (R):
Assertion (A): Early exposure to natural sign language is critical for deaf infants to prevent "language deprivation syndrome."
Reason (R): The human brain exhibits high neural plasticity during the critical period of early childhood, requiring accessible visual linguistic input for healthy cognitive and language development.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. What is the fundamental linguistic difference between Indian Sign Language (ISL) and Indian Sign System (ISS)?
(A) ISL is used primarily in academic and formal school settings, while ISS is utilized for everyday casual interactions within local groups.
(B) ISL relies on complex grammatical parameters, while ISS is based mostly on manual representations of printed alphabetical letters.
(C) ISL has its own visual-spatial grammar independent of speech, while ISS is an artificial code mirroring spoken language

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62. (C) The noise masks high-frequency speech consonants which carry grammatical information.
Background noise is a major barrier because it often overlaps with the frequencies of speech, particularly high-frequency consonants. These sounds, like 's', 't', and 'f', carry essential grammatical and semantic information. When noise masks these phonemes, the student may hear that someone is speaking but fail to understand the specific words, leading to significant difficulties in following classroom instruction.

63. (B) Utilizing residual hearing through amplification to develop spoken language through listening
Auditory-Verbal options focus on maximizing the use of residual hearing through high-quality amplification or cochlear implants. The primary goal is to train the brain to process and interpret spoken language through listening. By emphasizing the auditory channel, this approach enables children to develop natural speech and integrate into mainstream society, where spoken communication is the most common form of interaction.

64. (D) Installing curtains, corkboards, and rubber tips on chairs to reduce noise
Acoustic modifications are environmental changes designed to improve the quality of sound and reduce background noise. Installing curtains and corkboards helps absorb sound reflections, while adding rubber tips to chairs prevents scraping noises. These simple adjustments create a quieter, clearer auditory environment, which is essential for students with hearing loss to maximize their use of hearing technology and follow spoken lessons.

65. (D) I, II, and III
The RPWD Act of 2016 recognizes several categories of hearing impairment based on the degree of loss in both ears. "Deaf" is defined as a 70 dB loss, while "hard of hearing" covers the 60 dB to 70 dB range. Additionally, deaf-blindness is identified as a distinct multiple disability, ensuring that individuals with concurrent hearing and vision loss receive appropriate support.

66. (C) Connecting written letters directly to spoken phonemes through phonics instruction
For an oral deaf child with good listening skills, phonics instruction is highly effective for developing literacy. By teaching the direct relationship between spoken phonemes and their corresponding written letters, educators build on the child's established auditory knowledge. This approach helps the child decode new words independently and reinforces the connection between the spoken and written forms of the language they use.

67. (A) High pitch, exaggerated intonation contours, and elongated vowels
Motherese, or parentese, is characterized by a higher pitch, slower rate, and exaggerated intonation contours. These features make the acoustic signal more distinct and engaging for an infant. By elongating vowels and emphasizing the melodic patterns of speech, caregivers provide clear auditory cues that help the child's brain identify and process the fundamental building blocks of spoken language more easily.

68. (D) Regulating training programs for special educators and disability professionals
The Rehabilitation Council of India is the statutory body responsible for regulating and standardizing the training of professionals in the field of disability and rehabilitation. Its primary role includes developing curricula and maintaining a central register of qualified special educators and therapists. By ensuring high standards of professional preparation, the RCI helps guarantee the quality of services provided to individuals with disabilities.

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69. (B) Conduct a session explaining the FM system and establishing a rule to pass the transmitter.
In an inclusive setting, the educator must ensure that all students follow proper communication protocols to support a peer with hearing loss. Conducting a session to explain the function of the FM system and establishing clear rules for its use can resolve the issue of missed peer comments. This collaborative approach fosters an inclusive classroom culture where everyone shares responsibility for accessibility.

70. (C) A conductive hearing loss component where bone is normal but air conduction is impaired
An air-bone gap occurs when bone conduction thresholds are within the normal range, but air conduction thresholds show a loss. This indicates a conductive hearing loss, meaning the inner ear is functioning correctly, but there is a problem in the outer or middle ear. Identifying this gap is

medical tragedy requiring pity.

Which of the above features are characteristic of the Social Paradigm of Deafness?

(A) I, II, and IV
(B) I, III, and IV
(C) II, III, and V
(D) I, III, and V

13. What are non-manual markers (NMMs) in Indian Sign Language, and why are they critical?

(A) They are standardized hand shapes and structural finger movements used only during the spelling of foreign words.
(B) They are facial expressions, head movements, and body postures that convey essential grammatical and linguistic meaning.
(C) They are physical support tools and physical braces designed to stabilize the wrists of young signing students.
(D) They are supplemental hand signals based on spoken phonetic sounds designed to assist with lip-reading training.

14. Which of the following pairs is correctly matched?

(A) Deaf Gain - The clinical scale of hearing loss recovery after surgery.
(B) Simcom - The simultaneous production of a spoken language and a signed representation of that language.
(C) Cued Speech - A natural sign language with unique spatial grammar.
(D) Signed Sanskrit - A manual system used by deaf people globally for business.

15. In the context of deaf education, consider the following Assertion (A) and Reason (R):

Assertion (A): Educational bilingualism (using ISL as L1 and written spoken language as L2) is highly recommended for deaf students.

Reason (R): A solid foundation in a natural visual sign language (L1) facilitates cognitive development and provides a linguistic basis for learning a second language (L2) in its written form.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. Which of the following statements regarding the cultural identity of Deaf individuals is INCORRECT?

(A) The uppercase 'D' in 'Deaf' refers to individuals who identify as members of the Deaf cultural-linguistic community.
(B) The lowercase 'd' in 'deaf' primarily refers to the medical condition of profound hearing loss.
(C) All deaf individuals, regardless of their language preference or upbringing, automatically identify as culturally Deaf.
(D) Culturally Deaf individuals view their deafness not as a medical pathology but as a unique human experience.

17. Which of the following is NOT typically a communicative challenge faced by a deaf child in an unaccommodated mainstream classroom?

(A) Difficulty tracking multi-speaker discussions.
(B) Missing auditory cues, announcements, and incidental learning opportunities.
(C) Cognitive fatigue caused by constant visual tracking and lip-reading.
(D) Inability to comprehend visual educational media, such as charts and diagrams.

18. What is the direct consequence of "Language Deprivation" in deaf children during the critical period of development?

(A) It triggers advanced compensatory visual mechanisms that completely offset any early communicative difficulties.
(B) It naturally enhances the child's intuitive grasp of complex spoken syntax and written grammatical structures.
(C) It causes profound cognitive and social-emotional delays, severely affecting literacy and academic performance.
(D) It enables the child to easily acquire bilingual fluency in multiple spoken languages without direct teaching.

19. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) specifically mandates that State Parties must:

(A) Ensure the development of a single, universal sign language to eliminate linguistic variation.
(B) Facilitate the learning of sign language and the promotion of the linguistic identity of the deaf community.
(C) Mandate cochlear implant surgeries for all infants identified with severe hearing loss.
(D) Discourage sign language instruction in public schools to speed up mainstream

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79. (B) The child points to a blue balloon from a choice of three items.
Pointing to a specific item from a small choice, such as a blue balloon, is a clear example of an identification task. This requires the child to recognize the unique acoustic characteristics of a spoken word and associate it with the correct physical object. It is a more advanced skill than simple detection or discrimination, as it involves linking a sound to its meaning.

80. (D) The six sounds span the frequency spectrum, allowing quick validation of device function.
The Ling Six-Sound Test is used for daily checks because its sounds represent the entire frequency range necessary for understanding speech. By checking if a child can detect and identify these sounds, educators can quickly verify that the hearing technology is working properly across all frequencies. This simple yet effective tool ensures that the child has full access to the speech spectrum.

81. (A) Both A and R are true and R is the correct explanation of A
Seating a student at the front of the classroom is essential because it improves the direct-to-reverberant sound ratio. As distance from the speaker increases, the teacher's direct voice becomes weaker while reflective echoes remain constant, making speech much harder to decode. Proximity to the teacher ensures the student receives the strongest possible auditory signal, which is critical for effective speech comprehension.

82. (C) Documented annual goals for auditory, speech, and device accommodations like FM systems
An effective IEP for an oral deaf student must include clearly defined goals for their auditory and speech development. It should also specify the necessary accommodations, such as the use of personal FM systems or acoustic modifications to the classroom. By documenting these individual needs and monitoring progress, the IEP provides a roadmap for ensuring the student's success in an inclusive environment.

83. (A) A system of manual handshapes near the mouth to make phonemes clear during lipreading
Cued speech is a visual communication system that uses specific handshapes placed at different locations near the mouth to clarify spoken phonemes. It is designed to overcome the ambiguities of lipreading by providing a manual cue for sounds that look identical on the lips. This system helps individuals with hearing loss more accurately perceive the phonetic structure of spoken language in real-time.

84. (D) They look identical on the lips but represent different words and sounds.
Homophenes are words that appear identical on the lips of a speaker, even though they contain different sounds and have different meanings. This visual ambiguity makes speechreading a highly challenging task, as the viewer must rely on context to distinguish between words. Because a large portion of speech is homophenous, relying on vision alone often leads to significant misunderstandings and gaps in communication.

85. (B) I, II, III, and IV only
A comprehensive Individualized Education Programme includes an assessment of the student's current performance, measurable goals, and a description of the specialized services required. For older students, transition plans are also included to prepare them for post-secondary life. While physical education is important, specific exemptions are not a universal requirement of the IEP, which focuses primarily on addressing the student's unique educational and developmental needs.

86. (C) High-frequency sounds are attenuated traveling around the head, affecting localization.
Acoustic shadowing occurs when the human head acts as a physical barrier to sound waves, particularly those at higher frequencies. As these sounds travel around the head to the far ear, they are attenuated or weakened. This difference in intensity and timing between the two ears is used by the brain to determine sound localization and helps in understanding speech in noisy environments.

87. (D) Interactive spoken communication and active turn-taking
In an oralist approach, oracy is developed through constant, meaningful spoken interaction and active turn-taking in communication. By engaging in dialogue with others, the child practices listening, processing language, and formulating their own spoken responses. This interactive process is the primary way that children build the foundational skills needed for

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26. All of the following options pair an incorrect classroom action (a "Don't") with its correct pedagogical rationale EXCEPT:
(A) Turning one's back to the class while writing on the blackboard and speaking simultaneously — Deprives deaf students of visual cues and lip-reading.
(B) Standing directly in front of a bright window while teaching — Creates a silhouette effect, making it difficult for deaf students to see facial expressions and signs.
(C) Using physical gestures and visual aids while talking — Hinders the deaf student's ability to focus on the spoken language.
(D) Requiring the deaf student to look at the sign language interpreter and the textbook at the same time — Ignores the double visual attention challenge.

27. In a mainstream classroom with a deaf student who uses manual communication and has an educational interpreter, how should the teacher interact with the student during class discussions?
(A) Look directly at the interpreter and say aloud, "Ask the student if he knows the correct answer."
(B) Write down all discussion questions on a piece of paper and hand it to the interpreter to pass to the student.
(C) Avoid interacting with the deaf student directly and allow the interpreter to manage all instruction and grading.
(D) Look directly at the student, speak to them in the first person, and talk naturally while the interpreter signs.

28. Which of the following statements about monitoring and measuring the development of expressive skills in ISL is correct?
(A) Observe the child's correct use of sign parameters and non-manual markers during natural communication.
(B) Score the student's written compositions and grammatical accuracy in regional languages like Hindi or English.
(C) Measure the vocal volume, acoustic properties, and clarity of the student's spoken utterances while signing.
(D) Evaluate the mechanical speed and physical accuracy with which the student finger-spells alphabetic systems.

29. Read the scenario below and answer the question that follows:

Meera is an 8-year-old deaf child who has recently been integrated into a mainstream Class 3 classroom. She uses Indian Sign Language (ISL) and has an educational interpreter. The general education teacher noticed that Meera is often left out during group discussions because her peers talk fast and interrupt each other. Which of the following strategies should the teacher implement to resolve this issue?
(A) Instruct Meera to work independently in the school library on reading comprehension tasks during group conversation times.
(B) Implement a structured turn-taking rule with visual cues so only one person speaks at a time for accurate interpreting.
(C) Direct the educational interpreter to provide a brief, simplified summary of the entire group discussion at the end of class.
(D) Place Meera in peer groups consisting exclusively of low-performing students to prevent her from feeling academically overwhelmed.

30. Consider the following home environment adaptations for fostering communication and development in a deaf child:
I. Learn Indian Sign Language (ISL) together as a family.
II. Install visual alerting systems (such as flashing lights) for doorbells, alarms, and phones.
III. Establish face-to-face communication, securing eye contact before starting to speak or sign.
IV. Maintain a high-volume radio or television playing at all times to stimulate the child's residual hearing.
Which of the above adaptations should a special educator recommend to hearing parents of a deaf child?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

31. What is a primary barrier to early sign language acquisition for deaf children in rural India?
(A) Scarcity of early diagnosis, qualified bilingual educators, and sign language training programs for families.
(B) The widespread preference for advanced electronic hearing devices over visual-gestural communication systems in rural areas.

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72. Consider the physical changes that can occur in the production of a sign in Indian Sign Language (ISL):

I. Changing the speed of the movement (e.g., fast vs. slow).
II. Modifying the path of the movement (e.g., circular, sharp, or elliptical).
III. Pausing or holding the sign at a specific point.
IV. Changing the color of the gloves worn by the signer.
V. Adding corresponding facial expressions (e.g., puffed cheeks or pursed lips).

Which of the above changes can modify its "aspect" (e.g., indicating that an action is done continuously or repeatedly)?

(A) I, II, III, and V
(B) I, II, III, and IV
(C) II, III, IV, and V
(D) I, III, IV, and V

73. In ISL, what is the primary function of "classifier handshapes"?

(A) They are standard fingerspelled characters used primarily to spell out proper nouns such as city locations.
(B) They represent noun categories based on shape and size, showing their location and movement in space.
(C) They are structured manual signs used by classroom instructors to signal the conclusion of an academic hour.
(D) They are specialized manual alphabet handshapes reserved strictly for algebraic terms and math equations.

74. Which of the following is a grammatically correct structure for a negative sentence in ISL?

(A) The negative marker sign (e.g., "NOT") is always placed at the very beginning of the sentence, with no other changes.
(B) Negation must be spoken aloud while signing the affirmative version of the sentence.
(C) The negative sign (e.g., "NOT" or "NONE") is typically placed at the end of the sentence, accompanied by a synchronous headshake.
(D) Negation is expressed solely by changing the handshape from dominant to non-dominant.

75. In the context of language literacy development, consider the following Assertion (A) and Reason (R):

Assertion (A): Deaf children who are fluent in ISL find it easier to understand written English/ Hindi syntax when taught through contrastive analysis.

Reason (R): Comparing and contrasting the grammar of ISL (e.g., spatial syntax, SOV) with the grammar of written spoken languages (e.g., SVO structure) helps students develop metalinguistic awareness.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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76. Which of the following statements about regional variations (dialects) in Indian Sign Language is INCORRECT?

(A) Regional variations make it completely impossible for deaf people from different Indian states to understand each other.
(B) There is variation in vocabulary across different regions of India (e.g., Delhi, Mumbai, Kolkata).
(C) Despite lexical variations, the underlying grammatical structures (spatial syntax, non-manual markers) remain largely consistent across India.
(D) Standardizing sign language in education helps create uniform educational resources while still respecting regional variations.

77. How is plurality (number) represented in Indian Sign Language?

(A) By appending a standardized, fingerspelled suffix representing the written letter "S" to the word.
(B) By repeating signs, using sweeping movements, specific numbers, or plural classifiers.
(C) By fingerspelling the lexical English term "M-A-N-Y" immediately preceding each active noun sign.
(D) By executing the standard sign with both hands simultaneously, ignoring its original parameters.

78. Which of the following is NOT a typical linguistic marker of an imperative (command) sentence in Indian Sign Language?

(A) A sharp, rapid, and tense movement of the sign.
(B) A slow, circular, and relaxed hand movement with eyebrows raised.
(C) Direct, intense eye gaze and a serious facial

on phonological awareness of speech sounds, making reading impossible for profoundly deaf children.
(B) Sign language exposure prevents children from developing the cognitive pathways needed to understand written text.
(C) Profoundly deaf children can develop high-level reading skills by mapping written words directly to visual concepts and signs.
(D) Deaf children should only be taught to read after they have mastered clear vocal speech.

39. The Indian Sign Language Research and Training Centre (ISLRTC) has launched multiple editions of the ISL Dictionary. This dictionary is primarily designed to:
(A) Provide a standardized resource of signs representing academic, vocational, and daily vocabulary.
(B) Establish a uniform national sign dialect to completely phase out regional and local signing variations.
(C) Provide a direct translation of regional spoken dialects into a single, uniform vocal language.
(D) Instruct hearing educators on how to accelerate their verbal speech delivery in inclusive classrooms.

40. Consider the following strategies for training families of deaf children to communicate effectively:
I. Educating parents about the visual nature of their child's learning style.
II. Encouraging the use of basic gestural systems and "home signs" as a transition to formal Indian Sign Language.
III. Restricting parents from using any visual gestures to force the child to lip-read.
IV. Connecting parents with Deaf adult mentors who can share lived experiences and teach fluent signing.
V. Advising parents to enroll in professional sign language classes.
Which of the above strategies are highly recommended?
(A) I, II, IV, and V
(B) I, II, III, and V
(C) II, III, IV, and V
(D) I, III, IV, and V

41. "Motherese" in the context of Indian Sign Language (ISL), also known as child-directed signing, is characterized by:
(A) Communicating at an accelerated pace to challenge and train the child's rapid visual-spatial tracking skills.
(B) Using larger, repetitive signs with rich facial expressions within the infant's direct visual field.
(C) Limiting interactions to fingerspelled words to build spelling and reading readiness from early infancy.
(D) Maintaining a completely neutral facial expression and static body posture during all communication sessions.

42. In ISL discourse, how is turn-taking typically initiated and managed in conversations?
(A) By producing vocalizations or stamping feet heavily to get the visual attention of the other conversationalist.
(B) By crossing arms and turning away from the dialogue partner to signal the conclusion of a message.
(C) Through visual cues like dropping hands, making eye contact, waving, or giving a gentle shoulder tap.
(D) By raising printed instructional prompt cards to signal who is permitted to contribute to the discussion next.

43. Why is maintaining eye contact considered linguistically essential in Indian Sign Language (ISL)?
(A) It serves purely as an optional social convention with no direct influence on semantic or grammatical structure.
(B) It physically reduces ocular strain and prevents the signer from developing physical hand or wrist fatigue.
(C) It is strictly mandated by national regulatory frameworks to verify that deaf students are active participants.
(D) Facial expressions and non-manual markers carry essential grammar that must be read along with manual signs.

44. When teaching deaf children story-telling in ISL, which technique is most effective for representing different characters and dialogue?
(A) Utilizing "role shift" by adjusting body angle, head posture, and eye gaze to represent different characters.
(B) Repeatedly finger-spelling the precise name of the active character before producing every signed sentence.
(C) Articulating the dialogue vocally while

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Reason (R): ISS provides a direct, word-for-word manual representation of spoken language syntax, helping students map signs directly onto written text.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. An NGO wants to set up a free weekend Indian Sign Language (ISL) training course for parents of deaf children. Which strategy is most sustainable for mobilizing resources for this project?

(A) Levying high educational tuition fees and diagnostic service charges directly from the families of deaf children.
(B) Postponing all community initiatives until a formal global grant is approved and disbursed by the United Nations.
(C) Securing a Corporate Social Responsibility (CSR) partnership with local firms to fund instructors and materials.
(D) Enforcing mandatory financial donations and resources from underfunded municipal and state government institutions.

87. When transitioning from theoretical knowledge of ISL to classroom practice, which of the following is NOT an effective strategy for initiating positive change?

(A) Keeping deaf students segregated in separate wings of the school to avoid "distracting" general students.
(B) Creating an inclusive school environment where hearing students and staff learn basic signs.
(C) Facilitating peer-to-peer communication through collaborative group activities.
(D) Documenting and sharing evidence-based bilingual teaching practices with other educators.

88. Which of the following statements about using local language markers in Indian Sign System (ISS) is true?

(A) Local markers are strictly prohibited in public classrooms under the provisions of the national RPWD Act of 2016.
(B) They modify the system parameters to make manual communications identical to American Sign Language structures.
(C) They are designed for use exclusively by hearing education professionals who have no personal history of hearing loss.
(D) They adapt the signs to represent grammar specific to regional languages (like Hindi gender or Tamil cases).

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89. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, which of the following is recognized as a specific category of disability that involves a combination of both hearing and visual impairments, creating unique communication and developmental needs?

(A) Mental Illness
(B) Deafblindness
(C) Locomotor Disability
(D) Specific Learning Disability

90. Under the Right of Children to Free and Compulsory Education (RTE) Act, 2009 (as amended), a child with multiple disabilities or severe disabilities has the right to choose:

(A) To opt-out of education entirely with no alternative.
(B) Only private residential specialized academies.
(C) Home-based education as a valid option under the Act.
(D) Specialized vocational training in place of any core academic school subjects.

91. Which of the following statements about using ISS or ISL for teaching school subjects is INCORRECT?

(A) ISL uses visual space and classifiers to make abstract concepts in science and geography highly accessible.
(B) ISS helps students see the direct grammatical representation of spoken/written sentences in subjects like English or Hindi grammar.
(C) A balanced bilingual approach may utilize both ISL for conceptual clarity and ISS/written text for language literacy development.
(D) ISL is incapable of conveying complex mathematical equations and logical arguments.

92. Which of the following best describes the role of "verb agreement" in Indian Sign Language?

(A) The verb's spatial movement begins at the subject's location and ends at the object's, indicating the relationship.
(B) The verb's mechanical execution must be manually fingerspelled in full to match the

impossible to appreciate unless the message is verbally translated into spoken words.
(B) It utilizes visual puns, handshape-based wordplay, spatial setups, and expressive facial movements.
(C) Humor is fundamentally absent from sign languages because they lack the pitch, volume, and vocal intonation of speech.
(D) Visual comedic expressions in manual systems are strictly limited to the rapid spelling of words at high speed.

52. Consider the following statements regarding child-directed signing ('Motherese') in the language acquisition process of deaf infants:
I. It captures and maintains the infant's visual attention.
II. It makes the parameters of signs (handshape, location, movement) more distinct and easier for the infant to analyze.
III. It teaches the child how to speak verbally.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

53. When facilitating group discussions on current affairs in ISL with older children, which of the following practices is INCORRECT?
(A) Discouraging students from using space to contrast different viewpoints or perspectives.
(B) Developing standard signs for new terminology (e.g., "biodiversity," "inflation") before starting the debate.
(C) Allowing only one student to sign at a time to prevent visual chaos.
(D) Using real-time news videos with sign language interpretation or captioning.

54. Which of the following actions is a common visual cue in ISL used to yield a turn in a conversation?
(A) Folding the arms tightly across the chest while shifting eye gaze away from the conversational partner.
(B) Rapidly finger-spelling the exact letters of the word "STOP" using both hands in a tense manner.
(C) Extending the hands forward with open palms, paired with an expectant expression and direct eye contact.
(D) Stepping backward several feet to physically distance oneself from the conversation partner.

55. In the context of inclusive education for deaf students, consider the following Assertion (A) and Reason (R):
Assertion (A): Providing deaf children with exposure to Deaf adult mentors is an important aspect of inclusive education.
Reason (R): Deaf mentors help children build a positive self-concept, see language in its natural, fluent state, and develop a healthy cultural identity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. According to Article 2 of the UNCRPD, the definition of "Language" includes:
(A) Standard spoken languages utilized in formal regional communication.
(B) Printed written texts and standardized binary computer languages.
(C) Spoken vernaculars combined with environmental acoustic signs.
(D) Spoken and signed languages and other forms of non-spoken systems.

57. A special educator is working with a child who has deafblindness (both hearing and visual impairments). What manual communication option is most appropriate?
(A) Visual Indian Sign Language presented at a distance of ten feet.
(B) Tactile Sign Language, where the child feels the hands of the signer.
(C) Amplified verbal instruction delivered directly into the physical ear.
(D) Finger-spelling in the air using highly exaggerated, larger-than-normal hand movements.

58. Which of the following is NOT considered a polite or acceptable social norm in Deaf culture?
(A) Tapping a person gently on the shoulder to get their attention.
(B) Waving a hand within the person's peripheral vision to capture attention.
(C) Walking directly through a signed conversation between two people without pausing or acknowledging them.
(D) Flickering the lights in a room to get the attention of a group of deaf people.

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59. How is tense (past, present, future) typically represented in Indian Sign Language?
(A) By appending grammatical verb suffixes like "-ed" or "-ing" through manual fingerspelling at the end of signs.
(B) By explicitly signing a precise calendar date or numerical timestamp immediately preceding every single verb.
(C) By altering the rotational speed and mechanical hand velocity of the core action sign during sentence construction.
(D) Using space relative to the body, where behind represents past, in front is future, and close is present.

60. Linguistic research has established that Indian Sign Language (ISL) is:
(A) A natural language with its own complex visual-spatial grammar, syntax, morphology, and phonology.
(B) A basic, pantomimic collection of gestural signals designed solely for simple everyday social exchanges.
(C) A literal word-for-word manual rendering of spoken Hindi structures and regional grammatical rules.
(D) A universally standard signing system that shares identical vocabulary and syntax with American Sign Language.

61. In the linguistics of Indian Sign Language (ISL), the term "Aspect" refers to:
(A) The aesthetic presentation, formal clothing choices, and general personal grooming of the signing individual.
(B) How temporal structure of an action (e.g., continuous, repeated) is shown via movement modifications.
(C) The precise orientation of the eye gaze and ocular shifts toward different referents during active dialogue.
(D) The specialized vocabulary and morphological rules used to classify physical shapes, dimensions, and textures.

62. Consider the following grammatical features of sign languages:
I. Use of space to establish referents and show spatial relationships.
II. Use of facial expressions as grammatical markers for questions and negatives.
III. Use of prepositions like "in," "on," and "under" exactly as they are ordered in spoken English.
IV. Subject-Object-Verb (SOV) as the typical basic word order, though word order can be highly flexible due to spatial syntax.
Which of the above features are characteristic of the grammatical structure of Indian Sign Language (ISL)?
(A) I, II, and IV
(B) I, II, and III
(C) II, III, and IV
(D) I, III, and IV

63. How does a signer indicate a "Yes/No" question in Indian Sign Language?
(A) By raising the eyebrows, tilting the head forward, and maintaining direct eye contact with the dialogue partner.
(B) By finger-spelling the literal letters of the word "QUESTION" immediately following the final signed term.
(C) By furrowing the eyebrows, shaking the head from side to side, and dropping the shoulders in a relaxed manner.
(D) By holding both hands still at chest level with the fingers completely closed.

64. Which of the following represents a common method of expressing negation (negativization) in Indian Sign Language?
(A) Producing the standard affirmative sentence and concluding with rapid fingerspelling of the letters "N-O".
(B) Squeezing both eyes shut while executing the manual action sign to indicate that the event did not occur.
(C) Using a headshake, negative signs (like "NOT"), or a backward hand movement to reverse the meaning.
(D) Wagging the index finger of the non-dominant hand continuously while signing the verb with the dominant hand.

65. In the development of advanced academic instruction in sign language, consider the following Assertion (A) and Reason (R):
Assertion (A): Teaching advanced scientific concepts (like photosynthesis or molecular structures) in ISL requires the deliberate expansion of technical vocabulary and standardized signs.
Reason (R): ISL is a natural language and has historically lacked standardized technical terms for advanced academic subjects because of the exclusion of deaf individuals from higher education in India.

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(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. Which of the following pairs is correctly matched regarding sentence types in ISL?
(A) Imperative (Command) - Gentle, soft facial expressions with slow, fluid hand movements.
(B) Affirmative (Statement) - Continuous side-to-side head shaking throughout the sign.
(C) Interrogative (Wh- questions) - Furrowed/ lowered eyebrows, head slightly tilted forward.
(D) Interjection (Exclamation) - Rigid body posture, neutral eyes, and static hand holding.

67. Which of the following is NOT a correct description of how pronouns are represented in Indian Sign Language (ISL)?
(A) Personal pronouns are represented by pointing (indexing) to the self, the listener, or a spatial location.
(B) Pronouns are represented by finger-spelling the English words (e.g., H-E, S-H-E) in every sentence.
(C) Plural pronouns like "We" or "They" are represented by a sweeping circular motion of the index finger.
(D) Space is used to establish third-person referents who are not present in the room.

68. How are clauses linked to form complex or compound sentences in Indian Sign Language without relying on spoken conjunctions like "because" or "although"?
(A) By writing printed conjunctions on a whiteboard or piece of paper and presenting it directly to the learner.
(B) By repeating a standardized manual sign for the word "AND" between every single lexical concept in the phrase.
(C) By utilizing spoken vocalizations to pronounce the conjunction while simultaneously signing only the core verbs.
(D) Using spatial placement, pauses, body shifts, and grammatical facial expressions like raised eyebrows.

69. Read the scenario below and answer the question that follows:

Anju is a special educator teaching a Class 6 mathematics lesson on "fractions" to a group of deaf students. She wants to explain the difference between a "numerator" and a "denominator." Which of the following pedagogical strategies is most aligned with ISL-based visual-spatial instruction?
(A) Using a fraction diagram, signing "part" on top, "total" on the bottom, and using space to represent the line.
(B) Verbally repeating the vocal terms "numerator" and "denominator" multiple times at a highly elevated volume.
(C) Directing students to transcribe written mathematical definitions word-for-word from their standard English textbook.
(D) Fingerspelling the words "N-U-M-E-R-A-T-O-R" and "D-E-N-O-M-I-N-A-T-O-R" repeatedly without any visual diagrams.

70. How is grammatical gender (masculine/feminine) represented in Indian Sign Language verbs?
(A) Verbs regularly inflect for gender properties by appending a masculine or feminine handshape suffix to each action.
(B) By altering the spatial location of the verb, signing closer to the forehead for masculine and closer to the chin for feminine.
(C) ISL verbs lack gender inflections; gender is shown by lexical signs (e.g., "man") preceding the action.
(D) The vertical trajectory of the verb is altered, shifting upward for male subjects and downward for female subjects.

71. When teaching geography (e.g., the flow of rivers or mountain ranges) in a Social Science class to deaf students, how should a teacher utilize ISL to enhance understanding?
(A) Use visual classifiers to demonstrate the flowing path of the river or mountain contours within the signing space.
(B) Read the lesson text aloud at a standard speaking pace while remaining stationary behind a classroom podium.
(C) Utilize abstract, letter-by-letter manual fingerspelling of numerical geographical coordinates and names.
(D) Display a text-only slide containing written descriptions in English and require students to read it silently.

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keeping the arms and hands entirely motionless beside the body.
(D) Directing the students' attention to a written textual summary of the plot displayed on the classroom board.

45. In the design of accessible learning environments, consider the following Assertion (A) and Reason (R):
Assertion (A): Classroom seating arrangements for students using manual communication should ideally be in a circle or U-shape.
Reason (R): A circular seating arrangement allows all students and the teacher to have an unobstructed visual field, facilitating direct eye contact and participation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. How are degrees of emotional intensity (e.g., "happy" versus "ecstatic") primarily expressed in Indian Sign Language?
(A) By utilizing finger-spelling for the entire word using highly exaggerated, larger-than-normal hand movements.
(B) By modifying the size and speed of the sign, paired with corresponding non-manual facial expressions.
(C) By attaching a standardized manual number sign directly after the word to indicate a specific scale value.
(D) By physically gesturing toward colored posters or emotional expression charts displayed on the classroom wall.

47. The Rehabilitation Council of India (RCI) mandates that any professional working as a Special Education Teacher for children with hearing impairment must:
(A) Be officially registered with the Rehabilitation Council of India under the RCI Act of 1992.
(B) Hold a postgraduate degree in Speech and Hearing Sciences from an international university.
(C) Have documented experience of at least a decade interpreting sign language in formal legal venues.
(D) Hold a standard general education teaching degree containing no specialized training in disabilities.

48. In informal, peer-to-peer discourse among deaf children using natural signing, which of the following is commonly observed?
(A) Rigid conformity to the grammatical structures and linear word order of regional written or spoken languages.
(B) A completely static posture with total absence of facial expressions, head movements, or spatial variation.
(C) Shortened signs, fast turn-taking, and expressive non-manual markers promoting social-emotional connection.
(D) An insistence on fingerspelling every single term in detail to maintain orthographic and lexical precision.

49. Read the scenario below and answer the question that follows:
Sameer is a 10-year-old deaf student who uses ISL. During a history lesson, the teacher tells a signed story about the Indian freedom struggle. While Sameer can sign individual words like "king," "fight," and "country," he struggles to comprehend the chronological sequence of the story. Which strategy should the special educator employ to help Sameer develop his middle-order receptive skills?
(A) Provide a standard printed dictionary to look up the formal definition of complex historical concepts.
(B) Instruct him to watch the interpreter's hands more closely without implementing any supplemental visual aids.
(C) Convert the entire historical narrative into a written comprehension text to be completed as homework.
(D) Use a visual timeline with pictures, matching signed descriptions of events to specific chronological points.

50. Which of the following is an RCI-approved program designed specifically to prepare teachers for educating children with hearing impairment?
(A) Diploma in Clinical Psychology
(B) Master of Social Work (MSW) in Community Rehabilitation
(C) B.Ed. Special Education (Hearing Impairment)
(D) B.Ed. (General Education) with a one-week certificate in disability awareness.

51. Which of the following is true regarding humor and jokes in Indian Sign Language?
(A) ISL comedic content is structurally

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expression.
(D) A final hold on the verb sign to emphasize the demand.

79. When observing a mathematics classroom for deaf students, which of the following practices is correctly matched with its positive outcome?
(A) Using spatial sign setup for geometry - Helps students visualize 2D and 3D shapes and their properties directly.
(B) Speaking while facing the blackboard - Enhances the acoustic quality of the teacher's voice.
(C) Relying entirely on abstract finger-spelling of equations - Reduces the cognitive load on the student.
(D) Placing the sign interpreter behind the students - Allows students to focus entirely on the teacher.

80. Why does the Rehabilitation Council of India (RCI) advocate for early language opportunities for deaf children?
(A) To guarantee that they can successfully pass academic standard written examinations by six years of age.
(B) To entirely bypass and eliminate the requirement for vocational counseling and career rehabilitation in adult life.
(C) To prevent cognitive delays from visual language deprivation, ensuring standard, healthy early brain development.
(D) To systematically train them to act as certified sign language interpreters for their immediate hearing family members.

81. In the context of Indian Sign System (ISS) or Signed Indian Languages, "Markers" are defined as:
(A) Linguistic variations in sign language that indicate the socioeconomic status of the signer.
(B) Standardized visual notations used in textbooks to indicate the rhythm and speed of sign delivery.
(C) Standardized quantitative score values and marking systems assigned to deaf learners during formal oral examination processes.
(D) Invented manual signs representing spoken grammatical structures (like suffixes) that do not naturally exist in ISL.

82. Consider the potential avenues for resource mobilization to support sign language skill development and teacher training programs in India:
I. Corporate Social Responsibility (CSR) funding from private corporate bodies under the Companies Act, 2013.
II. Organized charity foundations and non-governmental organizations (NGOs).
III. Government schemes and grants under the Ministry of Social Justice and Empowerment.
IV. Web-based crowdfunding and online fundraising campaigns.
Which of the above are viable avenues?
(A) I, II, III, and IV
(B) I, II, and III only
(C) II, III, and IV only
(D) I, III, and IV only

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83. Under the Indian Companies Act, 2013, activities promoting education, including special education and employment-enhancing vocational skills for persons with disabilities, are eligible for:
(A) Low-interest loans distributed by the International Monetary Fund.
(B) Corporate Social Responsibility (CSR) funding under Schedule VII.
(C) Direct administrative oversight by international non-governmental educational agencies.
(D) Complete tax exemptions from state and municipal authorities.

84. Which of the following describes the syntax used in Indian Sign System (ISS) when presenting a lesson in the classroom?
(A) It adheres to the natural visual-spatial syntax of ISL, completely disregarding spoken linear word order configurations.
(B) It relies exclusively on natural, non-verbal body gestures and facial expressions without employing standard manual signs.
(C) It consists of an unsystematic, random assortment of signs devoid of standard grammatical rules or linguistic principles.
(D) It mirrors the exact word order and grammar of the spoken language while using manual signs for each word.

85. In the context of sign systems used in classrooms, consider the following Assertion (A) and Reason (R):
Assertion (A): Proponents of Indian Sign System (ISS) argue that it is useful for teaching the grammatical structures of spoken and written languages.

(C) A widespread belief among families that sign language exposure will prevent the child from learning to write.
(D) Strict regulatory guidelines under national education policies that prohibit sign language use in primary schools.

32. Which of the following statements about Educational Bilingualism in the Indian context is correct?
(A) It has been officially dismissed by national regulatory bodies like the Rehabilitation Council of India as outdated.
(B) It focuses entirely on vocal-verbal speech training, aiming to completely phase out the need for written systems.
(C) It uses ISL as the primary medium of instruction while developing literacy in a written or spoken language.
(D) It mandates that deaf learners master multiple regional spoken dialects before introducing any sign vocabulary.

33. Why is the recruitment of fluent signing Deaf adults as teachers or classroom assistants considered a critical prerequisite for schools educating deaf children?
(A) Deaf professionals are exempt from standard academic licensing exams, making them easier to hire.
(B) Hearing instructors are legally barred from achieving full certification in sign language under national frameworks.
(C) Deaf staff members are uniquely qualified to administer clinical and audiological diagnostic tests in schools.
(D) Deaf adults serve as natural language models and positive cultural role models, aiding identity development.

34. Consider the developmental stages of sign language acquisition in a child exposed to sign language from birth:
I. Multi-sign utterances with basic grammar.
II. Hand-babbling and play with handshapes.
III. Single manual signs corresponding to words.
IV. Mastery of complex spatial syntax and non-manual markers.
Which of the following represents the correct developmental sequence?
(A) II, III, I, IV
(B) III, II, I, IV
(C) II, I, III, IV
(D) III, I, II, IV

35. In the evaluation of signing systems, consider the following Assertion (A) and Reason (R):
Assertion (A): When evaluating a student's signing, distinguishing between natural ISL grammar and Indian Sign System (ISS) is essential.
Reason (R): ISS utilizes English/regional spoken word order and invented signs for grammatical markers, whereas ISL has its own spatial syntax independent of spoken grammar.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which of the following is a "Don't" (to be avoided) when a teacher is instructing a deaf student who relies on an interpreter?
(A) Providing copies of lecture notes, vocabulary lists, and powerpoint slides in advance.
(B) Allowing the student to sit in a position where they have a clear view of both the teacher and the interpreter.
(C) Checking in with the deaf student periodically to ensure they are keeping up with the pacing of the class.
(D) Looking and speaking directly to the sign language interpreter instead of the student during a conversation.

37. A special educator notices that a deaf student can understand complex signed stories (receptive skills) but struggles to explain their own ideas using correct ISL sentence structures (expressive skills). Which of the following is the most appropriate targeted intervention?
(A) Use interactive storytelling, allowing the student to retell stories to peers with feedback on signing grammar.
(B) Provide extensive individual silent reading worksheets focused on written grammar rules and sentence structures.
(C) Refer the student for audiological evaluations, assuming expressive sign difficulties stem from sensory loss.
(D) Instruct the student to repeatedly copy long lists of finger-spelled terms to reinforce mechanical motor memory.

38. Which of the following regarding literacy development in deaf children is true?
(A) Reading comprehension is entirely dependent

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visual spelling of the actor noun.
(C) Verbs must dynamically adjust and match the verbal acoustic tense markers spoken aloud by the classroom instructor.
(D) Verbs remain completely static and never alter their physical spatial parameters or coordinates within the signing space.

93. Which of the following is a primary function of the Rehabilitation Council of India (RCI)?
(A) To organize, fund, and distribute free physical assistive devices and hearing systems directly to disabled citizens.
(B) To regulate, standardize, and monitor training programs and courses in special education and rehabilitation.
(C) To administer, coordinate, and grade the annual standardized civil teacher recruitment exams for municipal schools.
(D) To construct physical architectural accommodations such as access ramps and elevators in public school buildings.

94. Which of the following pairs is correctly matched?
(A) Auditory-Verbal Therapy (AVT) - A communication method that strictly bans the use of residual hearing and relies only on sign language.
(B) Total Communication - An approach that uses any and all communication methods (speech, signs, writing, gestures, amplification) to facilitate communication.
(C) Cued Speech - A sign language that uses full-body movements to express emotional states.
(D) Finger-spelling - A system where whole sentences are represented by a single handshape.

95. In the context of special education advocacy, consider the following Assertion (A) and Reason (R):
Assertion (A): Special education teachers must act as advocates for deaf children, promoting the accessibility of Indian Sign Language within the broader school community.
Reason (R): True educational inclusion cannot occur if the deaf student remains linguistically isolated and cannot communicate with peers, administrative staff, or teachers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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96. According to the National Education Policy (NEP) 2020, teachers will be given continuous professional development opportunities, including training in:
(A) Implementing standard clinical medical interventions to correct childhood sensory impairments.
(B) Conducting highly advanced audiological diagnostics and diagnostic testing inside classrooms.
(C) Teaching Indian Sign Language and utilizing it as an instructional medium where appropriate.
(D) Establishing private medical testing centers and clinical examination units within school grounds.

97. Which of the following is the most scientifically accurate statement regarding the cognitive development of deaf children?
(A) Deaf infants are naturally and cognitively disadvantaged compared to hearing peers due to the absence of sound.
(B) Deaf children are cognitively restricted to concrete thinking patterns and cannot master abstract logic systems.
(C) Early cognitive maturation processes proceed completely independently of linguistic exposure and visual inputs.
(D) Language acquisition drives cognitive development; early sign language access prevents cognitive delays.

98. When developing an Individualized Education Programme (IEP) for a deaf student who communicates using manual communication, which of the following must be included?
(A) Structured plans to gradually phase out and completely eliminate sign language use by the end of the school year.
(B) Specific waivers designed to entirely excuse the student from standard mathematics and social science testing.
(C) Goals for communication, medium of instruction, assistive tools, and the interpreter's educational role.
(D) A formal, long-term recommendation to transfer the student to a segregated, home-bound teaching environment.

99. The ultimate goal of Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) regarding the education of deaf children is to ensure they:

(A) Are permanently placed and educated within clinical or specialized custodial institutions throughout their lives.

(B) Receive education in languages, modes, and environments that maximize academic and social development.

(C) Are strictly required to acquire vocal spoken speech without the provision of any classroom accommodations.

(D) Are entirely exempted from participating in standardized national curriculum baselines and state testing.

100. Which of the following best summarizes the ultimate objective of understanding and implementing "Manual Communication Options" like Indian Sign Language in special education?

(A) To systematically substitute all standard reading and written literacy with basic pantomimic gestures.

(B) To lower the capital budgets of schools by actively discouraging the use of technological devices.

(C) To construct permanent social and communicative barriers between deaf learners and the hearing public.

(D) To offer an accessible primary language ensuring development on par with hearing peers.

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ANSWERS

1. (D) The Medical-Pathological Paradigm
The medical-pathological paradigm views hearing loss as a biological deficiency or sensory defect requiring clinical intervention. It focuses on treating, curing, or rehabilitating individuals using technology like cochlear implants to approximate normal hearing. This perspective prioritizes clinical outcomes and oral communication over the cultural identity of the deaf community, treating deafness as a tragedy.

2. (C) I and III only
Deaf culture is defined by the shared use of visual-gestural languages like Indian Sign Language rather than spoken ones. It encompasses distinct social norms, values, traditions, and a rich literary heritage, including sign language poetry. Membership is based on cultural identification and linguistic participation rather than the clinical severity of an individual's medical hearing loss.

3. (B) Ministry of Social Justice and Empowerment
The Indian Sign Language Research and Training Centre functions as an autonomous organization under the Ministry of Social Justice and Empowerment. Its primary mandate is to develop and promote Indian Sign Language, standardizing its use across the country. This institution plays a critical role in creating educational materials and training professional sign language interpreters.

4. (D) The sensory, cognitive, and creative benefits that deafness brings to human diversity and communication.
Deaf gain reframes deafness not as a loss of hearing, but as a unique contribution to human diversity. It highlights the sensory, cognitive, and creative benefits gained through a visual-spatial orientation to the world. This concept emphasizes the importance of diverse perspectives in communication and architecture, celebrating the linguistic and cultural wealth of the community.

5. (A) Both A and R are true and R is the correct explanation of A
Early access to natural sign language is vital for deaf infants to avoid language deprivation syndrome. Because the human brain possesses high neural plasticity during early childhood, it requires consistent and accessible linguistic input. For deaf children, visual sign language provides this necessary foundation, ensuring healthy cognitive development and preventing long-term communicative and social delays.

6. (C) ISL has its own visual-spatial grammar independent of speech, while ISS is an artificial code mirroring spoken language syntax.
Indian Sign Language is a natural, independent language with its own complex visual-spatial grammar and syntax separate from spoken languages. In contrast, Indian Sign System is an artificial manual code designed to mirror the word order and grammatical structure of spoken languages. ISL allows for authentic expression, while ISS primarily serves as a literacy tool.

7. (B) 70 dB or more
The Rights of Persons with Disabilities Act of 2016 establishes specific criteria for categorizing hearing impairments for legal and administrative purposes. According to this legislation, an individual is defined as deaf if they have a hearing loss of 70 decibels or more in both ears within the conversational range of frequencies. This classification ensures access to benefits.

8. (D) Written English is their second language, and they lack a primary natural sign language (L1) foundation.
Deaf students often struggle with abstract academic concepts in written English because it serves as their second language. Without a strong primary foundation in a natural sign language, learners cannot easily bridge the gap to written literacy. Establishing a first language is essential for cognitive processing, allowing students to later map complex ideas onto secondary written systems.

9. (B) Provide a rich visual environment focusing on natural sign communication to build his primary language foundation.
For a young deaf child with limited language access, the educational priority is establishing a primary language foundation through a rich

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26. (C) Using physical gestures and visual aids while talking — Hinders the deaf student's ability to focus on the spoken language.
Most pedagogical recommendations for deaf students emphasize the need for visual support. While turning one's back or standing in front of bright light are discouraged because they block visual access, using gestures and visual aids is actually highly beneficial. Such tools provide essential context and support understanding, rather than hindering the student's ability to focus on the lesson.

27. (D) Look directly at the student, speak to them in the first person, and talk naturally while the interpreter signs.
When communicating with a deaf student who uses an interpreter, teachers should maintain direct eye contact with the student and speak in the first person. This approach fosters a direct relationship and respects the student's autonomy. The interpreter is present only to facilitate the exchange, so the teacher should speak naturally as if the interpreter were not there.

28. (A) Observe the child's correct use of sign parameters and non-manual markers during natural communication.
Measuring expressive skills in Indian Sign Language involves observing how a student uses the fundamental components of the language during natural communication. This includes assessing the accuracy of handshapes, locations, and movements, as well as the integration of non-manual markers like facial expressions. Evaluating these linguistic parameters provides a clear picture of the student's actual signing proficiency and fluency.

29. (B) Implement a structured turn-taking rule with visual cues so only one person speaks at a time for accurate interpreting.
In mainstream classrooms, fast-paced group discussions can be difficult for deaf students to follow through an interpreter. Implementing structured turn-taking rules with visual cues ensures that only one person speaks at a time. This modification allows the interpreter to provide an accurate translation and enables the student to participate effectively without missing critical parts of the conversation.

30. (A) I, II, and III
Special educators should recommend home adaptations that foster a supportive communication environment for deaf children. Learning Indian Sign Language together as a family is crucial for natural interaction. Installing visual alerting systems for alarms and doorbells promotes independence and safety. Additionally, establishing face-to-face communication ensures that the child has full visual access to all communicative and social cues.

31. (A) Scarcity of early diagnosis, qualified bilingual educators, and sign language training programs for families.
Deaf children in rural India face significant barriers to early sign language acquisition due to a lack of resources. The scarcity of early diagnostic services, qualified bilingual educators, and sign language training programs for families prevents many children from receiving linguistic input during the critical period. These systemic gaps often lead to delayed development and long-term educational challenges for the child.

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32. (C) It uses ISL as the primary medium of instruction while developing literacy in a written or spoken language.
Educational bilingualism in India involves using Indian Sign Language as the primary medium of instruction to deliver curriculum content. Simultaneously, students are taught to develop literacy in a written or spoken language, such as English or Hindi. This approach recognizes ISL as a legitimate language and utilizes its visual-spatial strengths to support the acquisition of academic knowledge and literacy.

33. (D) Deaf adults serve as natural language models and positive cultural role models, aiding identity development.
Hiring fluent signing Deaf adults is critical because they serve as natural language models for students. Beyond linguistic benefits, these professionals act as positive cultural role models, helping deaf children develop a healthy sense of identity. Their presence in the classroom provides students with a vision for their own future success and reinforces the value of their community and language.

34. (A) II, III, I, IV
The acquisition of sign language follows a predictable developmental sequence similar to

18. (C) It causes profound cognitive and social-emotional delays, severely affecting literacy and academic performance.
Language deprivation occurs when a deaf child lacks access to a naturally accessible language during the critical developmental period. This lack of input results in severe cognitive and social-emotional delays, which negatively impact future literacy and academic performance. Without a solid linguistic foundation, children struggle to process complex information and form meaningful connections with the world around them.

19. (B) Facilitate the learning of sign language and the promotion of the linguistic identity of the deaf community.
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities requires countries to ensure an inclusive education system. Specifically, it mandates that states facilitate the learning of sign language and promote the linguistic identity of the deaf community. This ensures that deaf students can learn in environments that maximize their academic and social development.

20. (D) Sign language exposure activates left-hemisphere language areas, demonstrating biological readiness for language.
Scientific research on neural plasticity shows that the human brain is biologically prepared for language, whether it is spoken or signed. Exposure to sign language activates the same left-hemisphere language areas used for speech processing. This demonstrates that visual linguistic input satisfies the brain's requirements for language acquisition, supporting cognitive growth in infants with profound hearing loss.

21. (A) Teachers often omit crucial signs or compromise the grammatical structures of both systems, creating confusing input.
Using simultaneous communication in classrooms is challenging because it is difficult to maintain the grammatical integrity of two different languages at once. Teachers often inadvertently omit crucial signs or simplify the spoken syntax to match the manual output. This results in fragmented and confusing input for the student, which can hinder the development of clear linguistic competence.

22. (D) I, II, and III
Successful implementation of educational bilingualism requires several key components. Instructors must possess high-level fluency in Indian Sign Language to provide effective instruction. Furthermore, schools must provide standardized bilingual curriculum materials and textbooks. In this model, sign language serves as the primary medium of instruction, with written language taught systematically as a second language to ensure literacy.

23. (A) Simcom alters sign grammar to match spoken word order, while bilingualism preserves the unique structure of both languages.
Simultaneous communication often forces the signer to follow the word order of the spoken language, which disrupts the natural grammar of sign language. Educational bilingualism, however, respects the unique structural rules of both the visual and the written systems. By treating them as distinct languages, the bilingual approach ensures that students receive clear and grammatically correct linguistic input.

24. (D) Showing a signed story and asking comprehension questions about the narrative using signs or drawings.
To effectively monitor a student's receptive skills in Indian Sign Language, educators should assess their understanding of signed communication. Presenting a signed story followed by comprehension questions allows the teacher to evaluate how well the student processes visual linguistic information. This method focuses on semantic meaning rather than just the mechanical ability to replicate signs or fingerspell words.

25. (A) Both A and R are true and R is the correct explanation of A
Family training is a vital component of early intervention because the vast majority of deaf children are born to hearing parents. Most of these parents have no previous experience with deafness or visual communication systems. Providing guidance and training helps families create an accessible home environment, facilitating the child's early language development and strengthening the parent-child bond.

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60. (A) A natural language with its own complex visual-spatial grammar, syntax, morphology, and phonology.
Extensive linguistic research has confirmed that Indian Sign Language is a complete and natural language. It possesses its own intricate system of grammar, syntax, morphology, and phonology that is independent of any spoken language. ISL is not a simplified set of gestures or a literal code for speech but a sophisticated linguistic system capable of expressing any abstract or complex idea.

61. (B) How temporal structure of an action (e.g., continuous, repeated) is shown via movement modifications.
In the study of Indian Sign Language, "aspect" refers to how the temporal nature of an action is portrayed. This is achieved through specific modifications to the movement of a sign, such as changing its speed, rhythm, or path. For example, a sign can be modified to show that an action is performed continuously, repeatedly, or with great intensity and focus.

62. (A) I, II, and IV
Indian Sign Language is characterized by the use of space to establish referents and show relationships between objects. Facial expressions serve as mandatory grammatical markers for various sentence types, such as questions. While word order can be flexible due to spatial syntax, the typical basic structure is Subject-Object-Verb. Unlike spoken English, ISL does not use linear prepositions in the same way.

63. (A) By raising the eyebrows, tilting the head forward, and maintaining direct eye contact with the dialogue partner.
To indicate a "Yes/No" question in Indian Sign Language, signers use specific non-manual markers. This typically involves raising the eyebrows and tilting the head slightly forward while maintaining direct eye contact with the dialogue partner. These visual signals provide the necessary grammatical context for the manual signs, allowing the listener to identify the utterance as a question requiring a response.

64. (C) Using a headshake, negative signs (like "NOT"), or a backward hand movement to reverse the meaning.
Negation in Indian Sign Language can be expressed through several linguistic methods. A common approach involves using a side-to-side headshake while signing. Additionally, specific negative signs like "NOT" or "NONE" can be used, often at the end of a sentence. Sometimes, a backward movement of the hand is employed to reverse the meaning of an affirmative sign into a negative one.

65. (A) Both A and R are true and R is the correct explanation of A
Teaching advanced scientific concepts in Indian Sign Language requires the intentional expansion of technical vocabulary. Because deaf individuals were historically excluded from higher education in India, many specialized terms were never standardized. Developing these signs is essential to ensure that deaf students have the same access to high-level academic content as their hearing peers, supporting their educational and professional growth.

66. (C) Interrogative (Wh- questions) - Furrowed/ lowered eyebrows, head slightly tilted forward.
Different sentence types in Indian Sign Language are distinguished by specific non-manual markers. For "Wh-" questions, such as "who" or "what," the signer typically furrows or lowers their eyebrows and tilts their head slightly forward. These facial cues are an essential part of the grammatical structure, signaling the interrogative nature of the sentence even before the manual signs are completed.

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67. (B) Pronouns are represented by finger-spelling the English words (e.g., H-E, S-H-E) in every sentence.
Indian Sign Language does not rely on fingerspelling English words for personal pronouns. Instead, it uses a visual system of indexing, or pointing, to represent the self, the listener, or a specific location in space. This spatial method allows for efficient and clear reference to individuals, whether they are present in the room or established as referents in the signing space.

68. (D) Using spatial placement, pauses, body shifts, and grammatical facial expressions like raised eyebrows.
Indian Sign Language creates complex sentences without the use of spoken conjunctions like "because" or "and." Instead, signers utilize spatial placement, rhythmic pauses, and subtle body shifts to connect ideas. Grammatical

spoken language. Infants first engage in hand-babbling and playing with handshapes. This is followed by the production of single manual signs for common objects. Later, children begin creating multi-sign utterances with basic grammar, eventually progressing to the mastery of complex spatial syntax and essential non-manual markers.

35. (A) Both A and R are true and R is the correct explanation of A
It is essential to distinguish between natural Indian Sign Language and the artificial Indian Sign System during student evaluations. While ISL possesses its own independent spatial syntax, ISS is a manual code that follows spoken language word order. Understanding these differences allows educators to accurately assess whether a student is using a natural language or a literal representation of spoken grammar.

36. (D) Looking and speaking directly to the sign language interpreter instead of the student during a conversation.
When a student uses a sign language interpreter, it is a mistake to speak directly to the interpreter during a conversation. Educators must address the student in the first person to maintain a proper teacher-student relationship. Treating the interpreter as the focus of the interaction marginalizes the student and disrupts the direct flow of educational and personal communication.

37. (A) Use interactive storytelling, allowing the student to retell stories to peers with feedback on signing grammar.
To improve expressive sign language skills, students need opportunities to practice producing language in a meaningful context. Interactive storytelling is an effective intervention where students retell narratives to their peers. This activity allows the teacher to provide specific feedback on signing grammar and syntax, helping the student move from passive understanding to active, fluent use of the language.

38. (C) Profoundly deaf children can develop high-level reading skills by mapping written words directly to visual concepts and signs.
Literacy development for profoundly deaf children does not rely on the ability to hear speech sounds. Instead, these children can achieve high-level reading skills by mapping written words directly onto visual concepts and manual signs. This visual-spatial approach bypasses the need for phonological awareness, allowing deaf learners to access the same academic information and literature as their hearing peers.

39. (A) Provide a standardized resource of signs representing academic, vocational, and daily vocabulary.
The Indian Sign Language Research and Training Centre developed the ISL Dictionary to provide a standardized resource for sign vocabulary. It covers academic, vocational, and daily terms, providing a common reference for students, teachers, and interpreters. While it promotes standardization for educational purposes, it also serves as an important tool for increasing the overall visibility and accessibility of the language.

40. (A) I, II, IV, and V
Recommended strategies for family training include educating parents about the visual nature of their child's learning. Encouraging the use of home signs can facilitate a transition to formal Indian Sign Language. Connecting families with Deaf adult mentors provides lived perspective and fluent language models. Furthermore, advising parents to enroll in professional sign language classes ensures they can communicate effectively.

41. (B) Using larger, repetitive signs with rich facial expressions within the infant's direct visual field.
Child-directed signing, or "Motherese," is characterized by specific modifications that help infants attend to visual language. Signs are typically made larger, produced more slowly, and repeated frequently. These manual movements are paired with rich facial expressions and are performed within the infant's direct visual field. This style makes the language more salient and easier for the developing brain to analyze.

42. (C) Through visual cues like dropping hands, making eye contact, waving, or giving a gentle shoulder tap.
Conversations in Indian Sign Language rely on specific visual cues to manage the flow of dialogue. Participants signal they are finished speaking by dropping their hands or making direct eye contact with the listener. To initiate a turn, a signer might use a small wave or a gentle shoulder tap. these signals prevent interruptions and ensure clear, respectful communication.

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visual environment. Exposure to Indian Sign Language allows the child to acquire a natural communication system during the critical developmental period. This foundation is necessary before attempting more complex tasks like written literacy or vocal speech training.

10. (A) I, II, and IV
Common myths about Indian Sign Language include the belief that it is universal across the globe or merely a visual representation of spoken languages. Another frequent misconception is that sign language prevents the development of speech skills. In reality, ISL is a distinct language with its own complex grammar, and early exposure supports overall linguistic development.

11. (D) ISL will be standardized, and National and State educational materials will be developed for school curricula.
The National Education Policy 2020 recognizes the importance of Indian Sign Language in the Indian educational landscape. It mandates the standardization of ISL across the country and the development of national and state-level educational materials for school curricula. This policy shift aims to improve access for deaf students and promote ISL as a respected linguistic system.

12. (B) I, III, and IV
The social paradigm of deafness views the community as a cultural and linguistic minority. It identifies societal barriers, such as lack of interpreters or inaccessible communication, as the primary disabling factors rather than the hearing loss itself. Key demands under this model include bilingual-bicultural education and full societal accommodation to ensure equal participation for all individuals.

13. (B) They are facial expressions, head movements, and body postures that convey essential grammatical and linguistic meaning.
Non-manual markers are essential linguistic components of Indian Sign Language consisting of facial expressions, head movements, and body postures. These markers convey critical grammatical information, such as distinguishing between statements and questions. They are not merely emotional additions but are integral to the syntactic structure of the language, ensuring that the intended meaning is clearly communicated.

14. (B) Simcom - The simultaneous production of a spoken language and a signed representation of that language.
Simultaneous communication, or Simcom, involves the concurrent use of spoken language and a signed representation of that language. This method attempts to provide auditory and visual input at the same time. While it aims to bridge communication gaps, it often leads to compromised grammar in both the spoken and signed components due to the cognitive demands involved.

15. (A) Both A and R are true and R is the correct explanation of A
Educational bilingualism utilizes Indian Sign Language as the primary language for instruction while teaching written language as a secondary system. This approach is recommended because a solid foundation in a natural visual language facilitates healthy cognitive development. It provides the necessary linguistic framework for deaf students to successfully acquire and understand the complexities of a second, written language.

16. (C) All deaf individuals, regardless of their language preference or upbringing, automatically identify as culturally Deaf.
Cultural identity in the deaf community is not determined solely by the medical presence of hearing loss. While the uppercase 'D' refers to those who identify with the cultural and linguistic community, many individuals with hearing loss may not share this identity. Identification depends on upbringing, language preference, and social affiliation rather than an automatic medical classification.

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17. (D) Inability to comprehend visual educational media, such as charts and diagrams.
In unaccommodated classrooms, deaf students face significant barriers, including difficulty tracking multiple speakers and missing incidental auditory information. They often experience cognitive fatigue from intense lip-reading and visual tracking. However, visual media like charts and diagrams remain accessible because they rely on visual perception, which is usually a primary strength for students with profound hearing loss.

51. (B) It utilizes visual puns, handshape-based wordplay, spatial setups, and expressive facial movements.
Humor in Indian Sign Language is rich and varied, utilizing the unique properties of a visual-spatial system. It often involves visual puns, creative wordplay based on similar handshapes, and the strategic use of signing space. Expressive facial movements and body shifts add layers of meaning to jokes, making comedic content highly accessible and culturally significant within the deaf signing community.

52. (A) I and II only
Child-directed signing, or Motherese, plays a vital role in early language acquisition by capturing and maintaining an infant's visual attention. By making the parameters of signs—such as handshape and movement—more distinct, it simplifies the task of linguistic analysis for the child. While it supports visual language development, it is not designed to teach a child how to speak verbally.

53. (A) Discouraging students from using space to contrast different viewpoints or perspectives.
When facilitating discussions in Indian Sign Language, educators should encourage students to use signing space effectively. Utilizing space to contrast different viewpoints is a key grammatical feature of the language that enhances clarity and logic. Discouraging this practice would hinder the students' ability to express complex arguments and would be a poor pedagogical choice for developing advanced communication skills.

54. (C) Extending the hands forward with open palms, paired with an expectant expression and direct eye contact.
In Indian Sign Language, yielding a conversational turn is typically signaled through clear visual cues. Extending the hands forward with open palms while maintaining an expectant facial expression and direct eye contact indicates that the signer is finished and ready for the other person to respond. These conventions ensure that the visual dialogue remains organized and that both participants have space.

55. (A) Both A and R are true and R is the correct explanation of A
Inclusive education for deaf students should include regular exposure to Deaf adult mentors. These mentors serve as essential role models who demonstrate the natural, fluent use of sign language in everyday life. By interacting with successful Deaf adults, children can develop a positive self-concept and a healthy cultural identity, which are crucial for their overall social and emotional well-being.

56. (D) Spoken and signed languages and other forms of non-spoken systems.
The United Nations Convention on the Rights of Persons with Disabilities provides a broad and inclusive definition of language. Under Article 2, it explicitly recognizes both spoken and signed languages as equal forms of communication. This definition also encompasses other non-spoken systems, ensuring that diverse methods used by individuals with disabilities are legally protected and respected in international frameworks.

57. (B) Tactile Sign Language, where the child feels the hands of the signer.
For individuals who have both hearing and visual impairments, communication often relies on the sense of touch. Tactile Sign Language is the most appropriate option, where the deafblind person feels the signs by placing their hands over the hands of the signer. This method allows for the direct transfer of linguistic information when visual and auditory channels are unavailable.

58. (C) Walking directly through a signed conversation between two people without pausing or acknowledging them.
Social norms in Deaf culture are designed to respect the visual nature of communication. While tapping a shoulder or flickering lights are accepted ways to get attention, walking directly through a signed conversation without acknowledging the participants is considered rude. It disrupts the visual field and interrupts the flow of dialogue, similar to cutting someone off mid-sentence in a spoken conversation.

59. (D) Using space relative to the body, where behind represents past, in front is future, and close is present.
Tense in Indian Sign Language is represented spatially using an imaginary timeline relative to the signer's body. Movements toward the back signify the past, while space directly in front of the signer represents the future. Actions occurring in the present are signed in the immediate space close to the body. This spatial mapping allows for clear temporal communication without suffixes.

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43. (D) Facial expressions and non-manual markers carry essential grammar that must be read along with manual signs.
Maintaining eye contact is essential in Indian Sign Language because critical grammatical information is conveyed through the face. Non-manual markers, such as eyebrow positions and mouth movements, clarify the meaning of manual signs. Without constant eye contact, the listener would miss these syntactic cues, leading to a fragmented or incorrect understanding of the message being communicated by the signer.

44. (A) Utilizing "role shift" by adjusting body angle, head posture, and eye gaze to represent different characters.
In sign language storytelling, "role shift" is a sophisticated technique used to represent different characters and their interactions. The signer adjusts their body angle, head posture, and eye gaze to indicate who is speaking or acting. This spatial strategy makes the narrative dynamic and clear, allowing the audience to easily follow changes in perspective without the need for repetitive naming.

45. (A) Both A and R are true and R is the correct explanation of A
Classroom seating for students using manual communication should ideally be arranged in a circle or U-shape. This configuration is essential because it provides every participant with an unobstructed visual field. Direct eye contact between the teacher and all students is necessary for effective communication and participation, ensuring that no one is left out of the visual linguistic exchange.

46. (B) By modifying the size and speed of the sign, paired with corresponding non-manual facial expressions.
Emotional intensity in Indian Sign Language is expressed through the modification of sign parameters and the use of non-manual markers. To show a higher degree of an emotion, a signer might increase the speed or size of a sign. This is paired with exaggerated facial expressions that reflect the specific level of feeling, allowing for nuanced communication beyond basic vocabulary.

47. (A) Be officially registered with the Rehabilitation Council of India under the RCI Act of 1992.
The Rehabilitation Council of India mandates that all professionals working in the field of special education for children with hearing impairment must be officially registered. This requirement, established under the RCI Act of 1992, ensures that teachers have met specific training standards. Registration is a legal prerequisite for practicing as a qualified professional within the Indian rehabilitation and education sectors.

48. (C) Shortened signs, fast turn-taking, and expressive non-manual markers promoting social-emotional connection.
Informal communication among deaf peers using natural sign language is often characterized by high speed and efficiency. Signs may be shortened or combined, and turn-taking happens rapidly through subtle visual cues. This type of discourse relies heavily on expressive non-manual markers, which facilitate strong social-emotional connections and allow for a fluid, natural exchange of ideas within the community.

49. (D) Use a visual timeline with pictures, matching signed descriptions of events to specific chronological points.
When a student struggles with the chronological sequence of a story, a visual timeline is an effective pedagogical tool. By matching signed descriptions to specific points on a timeline, the educator provides a concrete visual structure for the narrative. This strategy helps the student organize information spatially and chronologically, improving their ability to comprehend complex historical events and their relationships.

50. (C) B.Ed. Special Education (Hearing Impairment)
The Bachelor of Education in Special Education with a focus on Hearing Impairment is a standardized program approved by the Rehabilitation Council of India. This course is specifically designed to train teachers in the pedagogical methods, communication systems, and psychological aspects of educating deaf children. Completion of this degree is necessary for professional certification and employment in special education schools.

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facial expressions, such as raised eyebrows, can also indicate conditional or causal relationships between clauses. These visual-spatial tools allow for sophisticated and nuanced communication within the language's own syntax.

69. (A) Using a fraction diagram, signing "part" on top, "total" on the bottom, and using space to represent the line.
When teaching mathematics to deaf students, using visual-spatial strategies is most effective. For fractions, an educator should utilize diagrams and use signing space to represent the relationship between the numerator and denominator. By signing "part" in the upper space and "total" in the lower space, the teacher provides a clear, visual conceptualization of the mathematical term that supports deep understanding.

70. (C) ISL verbs lack gender inflections; gender is shown by lexical signs (e.g., "man") preceding the action.
In Indian Sign Language, verbs do not change their form to indicate gender. Unlike some spoken languages that use suffixes for masculine or feminine subjects, ISL maintains neutral verb forms. Grammatical gender is instead indicated by preceding the verb with specific lexical signs, such as the signs for "man" or "woman," to clarify the identity of the person performing the action.

71. (A) Use visual classifiers to demonstrate the flowing path of the river or mountain contours within the signing space.
Geography lessons are best taught to deaf students using visual classifiers in Indian Sign Language. These classifiers allow the teacher to physically demonstrate the flow of a river or the specific contours of a mountain range within the signing space. This approach provides a three-dimensional, visual representation of geographical features, making abstract concepts more tangible and easier for students to grasp.

72. (A) I, II, III, and V
Several physical changes to a sign can modify its linguistic aspect in Indian Sign Language. Altering the speed and path of the movement, such as making it circular or repetitive, changes the meaning. Rhythmic pauses or holds and the addition of specific facial expressions also contribute to showing how an action is performed over time, such as being continuous or habitual.

73. (B) They represent noun categories based on shape and size, showing their location and movement in space.
Classifier handshapes are a fundamental grammatical feature of Indian Sign Language used to represent nouns based on their physical characteristics. They show how an object is shaped, how large it is, and where it is located or how it moves in space. This system allows signers to provide detailed, visual descriptions of the world and the relationships between various objects.

74. (C) The negative sign (e.g., "NOT" or "NONE") is typically placed at the end of the sentence, accompanied by a synchronous headshake.
A grammatically correct negative sentence in Indian Sign Language typically places the negative marker, such as the sign for "NOT," at the very end of the phrase. This manual sign must be accompanied by a synchronous side-to-side headshake. This combination of manual and non-manual signals clearly conveys the negation of the entire statement to the person watching the conversation.

75. (A) Both A and R are true and R is the correct explanation of A
Contrastive analysis helps deaf students develop metalinguistic awareness by comparing the grammar of Indian Sign Language with that of written languages. By identifying differences, such as ISL's spatial syntax versus the linear structure of English or Hindi, students can better understand how each language functions. This comparative approach facilitates the acquisition of literacy and improves the student's ability to navigate both systems.

76. (A) Regional variations make it completely impossible for deaf people from different Indian states to understand each other.
Although Indian Sign Language has regional variations in vocabulary, these differences do not make communication impossible. Deaf people from different states can typically understand each other because the underlying grammatical structures, such as spatial syntax and non-manual markers, remain consistent. Like spoken dialects, regional signs add cultural richness but do not prevent functional communication across the broader national deaf signing community.

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77. (B) By repeating signs, using sweeping movements, specific numbers, or plural classifiers.
Plurality in Indian Sign Language is expressed through various visual-spatial methods rather than manual suffixes. A signer might repeat a sign several times, use a sweeping motion to indicate a group, or incorporate specific number signs. Additionally, plural classifiers can show the arrangement or movement of multiple objects, providing a clear and detailed visual representation of the number of items involved.

78. (B) A slow, circular, and relaxed hand movement with eyebrows raised.
Imperative sentences in Indian Sign Language are marked by signs that are sharp, rapid, and tense. The signer uses a serious facial expression and direct, intense eye gaze to emphasize the command. In contrast, slow, circular movements and raised eyebrows are more characteristic of relaxed statements or polite requests, and do not convey the urgency or authority required for a command.

79. (A) Using spatial sign setup for geometry - Helps students visualize 2D and 3D shapes and their properties directly.
Using spatial sign setup in geometry is a highly effective pedagogical practice for deaf students. It allows learners to directly visualize the properties of two-dimensional and three-dimensional shapes within the signing space. This visual representation aligns with the natural strengths of deaf students, reducing the need for abstract descriptions and facilitating a deeper, more intuitive understanding of complex mathematical concepts.

80. (C) To prevent cognitive delays from visual language deprivation, ensuring standard, healthy early brain development.
The Rehabilitation Council of India promotes early language access to ensure healthy brain development in deaf children. Language deprivation during the critical early years can lead to significant cognitive and social delays. By providing access to visual language from a young age, educators can prevent these setbacks, allowing deaf children to develop cognitive skills on par with their hearing peers.

81. (D) Invented manual signs representing spoken grammatical structures (like suffixes) that do not naturally exist in ISL.
In the context of the Indian Sign System, markers are artificial manual signs created to represent spoken language features that do not occur naturally in sign language. This includes signs for grammatical suffixes, gender markers, or specific verb tenses. These markers are used to provide a direct, word-for-word representation of spoken grammar, primarily to assist students with learning written literacy.

82. (A) I, II, III, and IV
Mobilizing resources for sign language development in India can involve multiple avenues. Corporate Social Responsibility funding from private firms is a significant source, alongside grants from government ministries like Social Justice and Empowerment. Non-governmental organizations and charity foundations also play a vital role. Additionally, modern methods like web-based crowdfunding offer a way to engage the broader public in supporting these initiatives.

83. (B) Corporate Social Responsibility (CSR) funding under Schedule VII.
The Indian Companies Act of 2013 mandates that large companies allocate a portion of their profits to social causes. Under Schedule VII of the Act, activities that promote education and vocational skills for persons with disabilities are explicitly recognized as eligible for Corporate Social Responsibility funding. This provides a valuable financial stream for organizations working to improve the lives of deaf individuals.

84. (D) It mirrors the exact word order and grammar of the spoken language while using manual signs for each word.
The Indian Sign System is designed to provide a manual representation of spoken languages like English or Hindi. Consequently, its syntax follows the exact linear word order and grammatical structure of the spoken tongue. This differs significantly from natural Indian Sign Language, which has its own independent, visual-spatial grammar. ISS is primarily used as a tool for teaching spoken language literacy.

85. (A) Both A and R are true and R is the correct explanation of A
Supporters of the Indian Sign System believe it is a helpful tool for teaching the specific

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grammar of spoken and written languages. Because ISS provides a direct, word-for-word manual representation of spoken syntax, it allows students to map signs onto written text. This mapping is intended to help deaf learners understand and replicate the structures of the languages used in textbooks.

86. (C) Securing a Corporate Social Responsibility (CSR) partnership with local firms to fund instructors and materials.
For an NGO looking to fund sign language training, establishing a Corporate Social Responsibility partnership is a sustainable strategy. By collaborating with local businesses, the organization can secure the necessary funding for instructors and educational materials. This approach builds community ties and ensures a steady stream of support, making it more effective than relying on high fees or waiting for international grants.

87. (A) Keeping deaf students segregated in separate wings of the school to avoid "distracting" general students.
Segregating deaf students in separate wings is an ineffective and harmful strategy that promotes isolation rather than inclusion. Effective change involves creating an environment where both hearing and deaf students can interact and learn from one another. Promoting sign language awareness among all staff and students and facilitating peer-to-peer activities are far more productive ways to build an inclusive and supportive school.

88. (D) They adapt the signs to represent grammar specific to regional languages (like Hindi gender or Tamil cases).
Local language markers in the Indian Sign System are used to adapt manual communication to the specific grammatical rules of regional spoken languages. For instance, they might represent masculine or feminine gender in Hindi or specific grammatical cases in Tamil. These markers allow the system to accurately reflect the unique linguistic properties of the local environment, assisting students with regional literacy.

89. (B) Deafblindness
The Rights of Persons with Disabilities Act of 2016 recognizes deafblindness as a distinct category of disability. This classification applies to individuals who experience a combination of both hearing and visual impairments. Recognizing deafblindness as a specific category is essential for ensuring that these individuals receive the specialized support, communication services, and educational accommodations necessary to meet their unique needs.

90. (C) Home-based education as a valid option under the Act.
Under the Right of Children to Free and Compulsory Education Act, children with multiple or severe disabilities have specific protections regarding their schooling. The Act provides them with the right to choose home-based education as a valid alternative to attending a traditional school. This ensures that students who cannot easily access a physical classroom still have a legal right to receive education.

91. (D) ISL is incapable of conveying complex mathematical equations and logical arguments.
It is a misconception to believe that Indian Sign Language cannot convey complex mathematical or logical concepts. As a natural language, ISL is fully capable of expressing any advanced academic idea through its visual-spatial grammar and specialized vocabulary. While ISS may be used for teaching literal grammar, ISL is often more effective for providing students with deep conceptual clarity in science and mathematics.

92. (A) The verb's spatial movement begins at the subject's location and ends at the object's, indicating the relationship.
Verb agreement in Indian Sign Language is a spatial grammatical feature where the movement of the verb indicates the relationship between participants. The sign starts at the location associated with the subject and moves toward the location of the object. This directional movement clearly shows who is doing what to whom, allowing for concise communication without the need for separate pronouns.

93. (B) To regulate, standardize, and monitor training programs and courses in special education and rehabilitation.
The primary role of the Rehabilitation Council of India is to regulate and standardize training programs for professionals in the field of disability and rehabilitation. By monitoring these courses, the RCI ensures that special education teachers and other rehabilitation workers meet high quality standards. This oversight is crucial for

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delay
(B) Hypernasal resonance and air emission during the production of pressure consonants
(C) Involuntary repetitions of initial phonemes and syllables leading to severe disfluency
(D) Consistent omission of auxiliary verbs and grammatical markers in oral sentence structures

8. Under the organizational framework of communication, "Independent (Creative)" communication is characterized by which of the following abilities?
(A) Creating novel messages using diverse symbols across varied contexts with unfamiliar partners
(B) Requesting desired items using highly structured picture symbols in specific educational environments
(C) Responding to simple yes/no questions only when prompted directly by an established caregiver
(D) Utilizing pre-programmed phrase buttons on speech-generating devices to request specific food items

9. Read the following scenario and answer the question that follows:
Rohit is a 7-year-old student diagnosed with spastic quadriplegic cerebral palsy and severe dysarthria. He exhibits strong cognitive comprehension and can understand age-appropriate stories. He attempts to interact with peers but lacks functional speech. He uses eye-gaze to select items from a low-tech board containing 8 options, but struggles when his peers move away or introduce new play themes. Which intervention strategy represents the most appropriate immediate goal for his AAC progression?
(A) Restricting Rohit to physical exchange cards and low-tech picture systems to build upper limb motor control and manual muscle strength.
(B) Training partners to structure interactions and teaching Rohit situational vocabulary to guide and direct partner attention effectively.
(C) Providing a high-tech dynamic display device with more than one hundred abstract symbols to facilitate spontaneous creative output.
(D) Delaying augmentative therapy entirely to focus on intensive oral-motor training regimens for anatomical speech sound production.

10. Which environmental factor acts as a major barrier to the developmental progression of a child using an AAC system from the "Situational" level to the "Independent" level?
(A) The physical and mechanical weight of the portable communication device being manufactured under 500 grams
(B) Communication partners who constantly anticipate all child needs and fail to offer opportunities for user initiation
(C) The systematic integration of high-contrast line symbols rather than realistic color photographic representations
(D) A classroom physical and instructional layout that fully incorporates Universal Design for Learning (UDL) guidelines

11. Which of the following is an example of an "unaided" communication system within the AAC framework?
(A) Indian Sign Language (ISL) and manual gestures
(B) A communication book with line drawings
(C) A speech-generating device with synthesized voice output
(D) A plastic communication board with text labels

12. Consider the following statements regarding the developmental stages of AAC users:
I. Emergent communicators do not have a reliable method of expressive communication through symbolic means.
II. Context-dependent communicators have reliable symbolic communication but are limited to specific partners or contexts.
III. Independent communicators are limited to using pre-stored phrases and cannot spell or construct novel messages.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

13. Which basic principle of AAC intervention highlights the necessity of balancing what the child is physically and cognitively capable of doing with the demands of their everyday environments?
(A) The Principle of Augmentative Supremacy
(B) The Direct Selection Constraint Principle
(C) The Pure Symbolic Expression Principle
(D) Child Capacity and Context Match

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CHAPTER 23

Augmentative and Alternative Communication

1. Which of the following best defines "speech" in relation to "language" within the organizational framework of human communication?
(A) Speech is the neuromuscular process of producing vocal sounds, whereas language is the shared, rule-governed code representing concepts.
(B) Speech is the shared, rule-governed code representing concepts, whereas language is the neuromuscular process of producing vocal sounds.
(C) Speech is the cognitive integration of receptive symbols, whereas language is the expressive acoustic signal used in social environments.
(D) Speech is the developmental foundation of written orthography, whereas language is the motor execution of phonetic sounds.

2. A child who primarily uses communication to express immediate physiological needs, such as pointing to a bottle for water or crying to indicate pain, is operating at which level of communication?
(A) Situational (Context Dependent) Level
(B) Independent (Creative) Level
(C) Functional (Emergent) Level
(D) Transitional (Strategic) Level

3. In the development of normal speech and language, at what approximate age does a typically developing child begin to combine two distinct words to express semantic relations?
(A) 6 to 9 months
(B) 10 to 12 months
(C) 18 to 24 months
(D) 30 to 36 months

4. Which of the following biological factors is considered a sensory-neural determinant that directly limits the normal physiological acquisition of expressive speech while leaving cognitive language capacity intact?
(A) Childhood apraxia of speech causing motor planning deficits
(B) Moderate intellectual disability impairing overall cognitive skill
(C) Expressive Landau-Kleffner syndrome causing language regression
(D) Bilateral profound sensorineural hearing loss limiting auditory input

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): AAC intervention does not hinder the development of natural speech and may, in fact, facilitate it.
Reason (R): Multi-modal communication interventions reduce the cognitive load and communicative frustration of the learner, encouraging vocalization attempts alongside AAC use.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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6. A student who can communicate effectively but relies heavily on specific environmental cues, structured routines, and familiar partners to decode and encode messages is classified under which level of communication?
(A) Functional (Emergent) Level of communication
(B) Independent (Creative) Level of expression
(C) Situational (Context Dependent) Level of usage
(D) Academic (Structured) Level of instruction

7. When analyzing the speech-language relationship, which clinical manifestation represents a deficit in language form (syntax) rather than speech execution?
(A) Substitution of /t/ for /k/ in all word positions due to developmental articulation

maintaining the professionalism and effectiveness of services provided to persons with disabilities.

94. (B) Total Communication - An approach that uses any and all communication methods (speech, signs, writing, gestures, amplification) to facilitate communication.
Total Communication is a philosophy that encourages the use of every available method to facilitate understanding and expression. This includes the use of speech, signs, writing, gestures, and residual hearing via amplification. By using all these channels, the approach aims to provide the deaf student with the most accessible and comprehensive communication environment possible to support their overall development and learning.

95. (A) Both A and R are true and R is the correct explanation of A
Special education teachers have a responsibility to act as advocates for their deaf students within the school. They must promote the use of Indian Sign Language and ensure the school environment is accessible. This is essential because true inclusion is impossible if a student is linguistically isolated. Advocacy ensures that deaf learners can communicate freely with their peers and participate fully.

96. (C) Teaching Indian Sign Language and utilizing it as an instructional medium where appropriate.
The National Education Policy 2020 emphasizes continuous professional development for teachers, specifically highlighting the need for training in Indian Sign Language. The policy encourages educators to learn ISL and utilize it as a medium of instruction where appropriate. This focus aims to improve the quality of education for deaf students by ensuring that teachers possess the necessary communication skills.

97. (D) Language acquisition drives cognitive development; early sign language access prevents cognitive delays.
Scientific evidence shows that cognitive development is deeply linked to language acquisition. For deaf children, access to a naturally accessible sign language from an early age is critical for healthy brain maturation. Early linguistic input allows children to process information, develop abstract thinking, and reach developmental milestones at the same rate as their hearing peers, effectively preventing potential cognitive and social delays.

98. (C) Goals for communication, medium of instruction, assistive tools, and the interpreter's educational role.
An Individualized Education Programme for a deaf student using manual communication must address their specific needs. This includes setting clear goals for communication and identifying the appropriate medium of instruction, such as Indian Sign Language. The IEP should also detail the necessary assistive tools and define the role of the educational interpreter to ensure the student has full access to information.

99. (B) Receive education in languages, modes, and environments that maximize academic and social development.
The primary objective of Article 24 of the UNCRPD is to ensure that deaf children have access to a truly inclusive and supportive educational system. This means providing education in the languages and modes that are most accessible to them, such as sign language. By learning in appropriate environments, deaf students can reach their full academic potential and develop strong social skills.

100. (D) To offer an accessible primary language ensuring development on par with hearing peers.
The ultimate goal of implementing manual communication options like Indian Sign Language is to provide deaf children with an accessible primary language. Having a strong linguistic foundation ensures that their cognitive, social, and academic development remains on par with their hearing peers. This access is the foundation for lifelong learning, effective communication, and successful integration into the wider society as adults.

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14. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In AAC intervention, focusing solely on the "child capacity" without training peer communication partners leads to a breakdown in functional communication.
Reason (R): Peer communication partners in inclusive classrooms naturally possess the necessary scaffolding skills to interpret complex AAC systems without structured training.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

15. When working toward symbolic expression in AAC, what is the typical developmental hierarchy of symbol representation, from most concrete to most abstract?
(A) Real objects → Miniature objects → Color photographs → Line drawings → Written words
(B) Written words → Line drawings → Color photographs → Miniature objects → Real objects
(C) Color photographs → Real objects → Miniature objects → Written words → Line drawings
(D) Miniature objects → Real objects → Color photographs → Line drawings → Written words

16. In AAC intervention, the principle of working towards symbolic expression requires that symbols should be selected based on:
(A) The highest level of abstraction the teacher prefers for classroom organization.
(B) Standard adult-level orthography from the outset of the intervention.
(C) The immediate availability of low-tech black-and-white symbols in the resource room.
(D) The child's current level of cognitive-visual understanding and iconicity preference.

17. Which of the following communication functions is often neglected if an AAC system is designed only to allow a child to make requests (mand/imperative communication)?
(A) Greeting a peer, sharing information, and asking questions
(B) Requesting specific snacks, preferred drinks, or items of food
(C) Rejecting an unwanted sensory activity or physical protestation
(D) Requesting a functional break from an academically difficult task

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18. Consider the following components of an AAC assessment and determine which are critical when evaluating sensory areas:
I. Visual acuity, visual field, and oculomotor control.
II. Auditory localization and speech discrimination thresholds.
III. Motor planning for direct selection.
IV. Tactile discrimination for tactile-symbol systems.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

19. During an AAC assessment, why is the evaluation of "posture and positioning" considered a foundational step before testing motor selection capabilities?
(A) Proper positioning stabilizes the pelvis and trunk, which optimizes fine motor control of the upper extremities or head.
(B) Assessment of posture is performed strictly to guarantee physical comfort for the examiner during prolonged evaluation tasks.
(C) Postural control has a direct correlation that determines and dictates the general cognitive capacity of the AAC candidate.
(D) Dynamic positioning protocols completely eliminate any future requirement for high-tech communication device customization.

20. Which cognitive skill must be assessed to determine if an AAC user can understand that a two-dimensional drawing represents a three-dimensional, real-world object?
(A) Object permanence and visual tracking
(B) Means-end understanding of causal action
(C) Spatial orientation and depth awareness
(D) Symbolic representation and association

21. Read the following scenario and answer the question that follows:
Tanya is a 5-year-old child with autism spectrum disorder (ASD) who exhibits high sensory-seeking behavior, minimal functional speech, and frequent tantrums when her routine is interrupted. An

AAC assessment reveals she has excellent visual-spatial skills and can match complex patterns. Which style of symbol representation and AAC organization would be most effective as an initial communicative intervention for Tanya?

(A) Auditory scanning using a single mechanical switch connected to a database of abstract, non-iconic auditory prompts.
(B) A visual schedule combined with a high-iconicity, grid-based picture exchange layout aligned with daily routines.
(C) A text-based standard keyboard interface configured on a mobile tablet to rapidly foster advanced literacy skills.
(D) An unaided, expressive manual sign system that demands highly complex motor finger-spelling and hand positioning.

22. In AAC assessment, "motor planning and control" evaluation helps determine which of the following?
(A) The child's core receptive linguistic comprehension of advanced syntax and grammatical morphology.
(B) The child's intellectual performance scores on highly standardized non-verbal cognitive tests.
(C) The optimal size, spatial layout, and structural arrangement of symbols on the communication display.
(D) The individual vocabulary selection criteria required specifically for the strategic competence domain.

23. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Switch-scanning access modes generally require higher cognitive and attention demands than direct selection access modes.
Reason (R): Scanning requires the user to wait for the indicator to highlight the desired target and activate the switch at the precise moment, involving sustained attention and motor timing.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

24. What does the term "scanning" refer to in the context of AAC access modes?
(A) An indirect access technique where items are presented sequentially and selected via switch activation.
(B) The observational process where an educator scans the physical classroom to locate a student's system.
(C) The electronic conversion and digital archiving of physical communication sheets using hardware scanners.
(D) The rapid ocular search pattern of a user actively scanning a dense visual array on a static board.

25. Which type of scanning involves the cursor moving automatically across items, requiring the user to press a switch only to stop the cursor on the desired item?
(A) Step scanning
(B) Automatic scanning
(C) Inverse scanning
(D) Directed scanning

26. In an AAC environment assessment, evaluating the "interaction context" primarily involves analyzing:
(A) The hardware technical specifications, storage capacity, and microchip processing speed of the speech-generating device.
(B) The communication partners' styles, specifically focusing on responsiveness, wait-time, and therapeutic prompting.
(C) The ambient acoustic properties, background noise levels, and sound dampening insulation of the educational environment.
(D) The financial budgets, socioeconomic grants, and administrative resources available within the local school district.

27. Consider the following domains of communicative competence for alternative and augmentative communication (AAC) users:
I. Linguistic competence
II. Operational competence
III. Social competence
IV. Strategic competence
V. Aesthetic competence
Which of the domains given above are correct?
(A) I, II, III, and IV
(B) I, II, III, and V
(C) I, III, IV, and V
(D) II, III, IV, and V

28. "Linguistic competence" in an AAC user refers to which of the following abilities?
(A) The complete mastery of technical and

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physical operations of the communication hardware, including battery and power management.
(B) The clinical ability to employ alternative compensatory behaviors to bypass vocabulary deficits during real-time interaction.
(C) The internal representation of the primary linguistic code, along with the specific visual symbol code of the AAC display.
(D) The essential skills of pragmatics and social interaction, including conversational turn-taking and topic preservation.

29. A teacher is working with an AAC user on turning the device on/off, adjusting the volume, navigating between pages, and cleaning the screen. Which communicative competence is the teacher targeting?
(A) Linguistic competence
(B) Social competence
(C) Strategic competence
(D) Operational competence

30. Which of the following is an example of developing "strategic competence" in an AAC user?
(A) Learning and practicing how to spell complex novel terms using a dedicated, phonetically structured keyboard system.
(B) Programming, categorizing, and saving new customized vocabulary icons onto a digital communication application.
(C) Teaching the user to select a "please wait" symbol to signal that they need additional time to construct a message.
(D) Aligning, securing, and adjusting the physical metal mounting bracket assembly of an analog communication display.

31. Which of the following access modes is classified as a "direct selection" method in AAC?
(A) Row-column scanning utilizing a physical access switch
(B) Eye-gaze selection employing an infrared camera system
(C) Step scanning methods configured with two separate switches
(D) Linear scanning mechanisms linked to a pneumatic blow switch

32. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In inclusive classrooms, peer training is vital for the social competence development of AAC users.
Reason (R): Typically developing peers naturally know how to adjust their communication rate and use structured prompting without explicit training.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

33. Which of the following represents a "low-tech" AAC tool?
(A) A laminated paper communication book featuring static Picture Communication Symbols
(B) A battery-operated single-message voice output device such as a BIGmack switch
(C) A high-tech dedicated speech-generating device equipped with eye-gaze tracking
(D) A standard mobile tablet running a dynamic communication app with speech output

34. What is the primary disadvantage of using "high-tech" speech-generating devices compared to "low-tech" communication boards?
(A) High-tech electronic systems lack the capacity to generate voice-output options tailored for non-literate users.
(B) High-tech systems are rigid and cannot be structurally customized to address highly specific vocabulary demands.
(C) High-tech systems remain prone to software glitches, battery depletion, and significant initial financial costs.
(D) High-tech systems severely limit the user's interface, forcing them to rely on abstract letters instead of icons.

35. Read the following scenario and answer the question that follows:
Rahul is an 8-year-old student with severe athetoid cerebral palsy who experiences significant involuntary movements of his upper limbs. During an assessment, he is unable to isolate a finger to press keys on a standard keyboard but shows consistent, controlled lateral movement of his head. What access mode modification is most appropriate to recommend for his AAC system?
(A) A head-mounted pointer or a head-switch connected to a scanning interface.
(B) A standard physical keyboard with a keyguard to prevent accidental activations.

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(C) A manual communication board that requires hand-pointing.
(D) A high-tech system requiring precise manual finger-pressing.

36. Under the Participation Model of AAC assessment, "environmental barriers" are categorized into which of the following?
(A) Motor barriers and sensory barriers
(B) Cognitive barriers and linguistic barriers
(C) Direct selection barriers and indirect selection barriers
(D) Opportunity barriers and access barriers

37. Which type of opportunity barrier occurs when a school policy prevents a student from taking their high-tech communication device home during weekends and summer vacations?
(A) Practice barrier
(B) Policy barrier
(C) Attitude barrier
(D) Knowledge barrier

38. Consider the following characteristics of "core vocabulary" in AAC:
I. It consists of high-frequency words that are highly useful across multiple environments.
II. It is composed primarily of nouns that are specific to certain topics.
III. It contains a high proportion of verbs, pronouns, adjectives, and prepositions.
IV. It accounts for approximately 80% of the words we use in daily communication.
Which of the statements given above are correct?
(A) I, II, and III
(B) I, III, and IV
(C) II, III, and IV
(D) I, II, and IV

39. Which of the following defines "fringe vocabulary" in an AAC system?
(A) High-frequency, universal words such as pronouns, verbs, and common adjectives that are useful across various contexts.
(B) Grammatical structural components, including prepositions and conjunctions, that are used to connect sentence parts.
(C) Abstract graphic symbols and stylized line drawings that represent common physical gestures, emotions, and expressions.
(D) Low-frequency, highly specific words related to an individual's unique interests, personal routines, or activities.

40. A teacher utilizes a strategy where they use the student's AAC device themselves while speaking to the student, modeling how to use the symbols in real-time conversation. This intervention strategy is known as:
(A) Aided Language Stimulation
(B) Facilitated Communication
(C) Discrete Trial Training
(D) Picture Exchange Training

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41. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Real objects are always the most effective symbols to use on a classroom communication board for all AAC users.
Reason (R): Real objects provide tactile and three-dimensional feedback, reducing cognitive load for learners with severe intellectual or visual impairments.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. In AAC, the term "iconicity" refers to:
(A) The physical durability, impact resistance, and structural integrity of the selected communication device.
(B) The cognitive association between a visual symbol and its referent, ranging from transparent to opaque.
(C) The total number and grid configuration of functional vocabulary items displayed on a single main interface.
(D) The acoustic speech rate, pitch quality, and modulation speed at which a voice-output system vocalizes.

43. A symbol that does not look like its real-world referent and requires the user to learn the relationship (e.g., using a black triangle to represent "more") has:
(A) High opacity
(B) High transparency
(C) High translucency
(D) High iconicity

44. Consider the following assessment domains for designing an AAC intervention for a child with complex communication needs:
I. The child's sensory capabilities (vision,

hearing, tactile).
II. The physical environment and the support level of available communication partners.
III. The exact brand and manufacture date of the high-tech AAC device before testing the user.

Which of the domains given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

45. Which of the following is an example of "access barrier" under the Participation Model of AAC assessment?
(A) An instructor's persistent refusal to permit the integration of any active augmentative systems within the classroom.
(B) An administrative board regulation that strictly bans public funding allocations for pediatric assistive technology.
(C) Caregivers who lack the necessary technological knowledge to program and update basic vocabulary on a user's device.
(D) The student's physical inability to access a touchscreen directly due to severe upper-extremity tremors.

46. What is the primary purpose of using "Visual Scene Displays" (VSDs) in AAC interventions for young children or individuals with developmental delays?
(A) To organize and categorize target vocabulary systematically according to grammatical parts of speech like the Fitzgerald Key.
(B) To restrict the communication candidate strictly to text-only displays to facilitate formalized academic literacy testing.
(C) To present words within a contextually rich, familiar visual environment, such as a bedroom picture, aiding cognitive retrieval.
(D) To maximize the automated scanning speed of single-switch users by completely removing distracting visual color contrasts.

47. When arranging symbols on a grid-based communication display, the "Fitzgerald Key" organizes vocabulary from left to right based on:
(A) A strictly alphabetical ordering of target vocabulary words from the top-left to bottom-right coordinates.
(B) Syntactic categories, organizing words sequentially as agents, verbs, modifiers, nouns, and social terms.
(C) Core frequency of word usage, placing highly active communication targets permanently on the far left column.
(D) Abstract color-coding schemes based directly on the spatial orientation and tactile weight of physical symbols.

48. Which of the following communication partners' behaviors is most likely to support the social competence of an AAC user?
(A) Anticipating responses and completing sentences for the user to maximize efficiency and conserve limited classroom time.
(B) Presenting a rapid series of structured yes/no questions to reduce the child's need to search across complex visual grids.
(C) Positioning oneself behind the learner and using hand-over-hand physical guidance to select predetermined active symbols.
(D) Offering ample pause time (e.g., 5 to 10 seconds) after a prompt before prompting the student again for an active response.

49. Which of the following strategies is a behavioral prompting technique used in AAC training where the instructor begins with a minimal prompt (such as a pause or verbal cue) and systematically increases support (e.g., model, physical guidance) only as needed?
(A) Least-to-Most Prompting hierarchy
(B) Chaining
(C) Errorless learning without feedback
(D) Environmental Sabotage

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): AAC users who rely on spelling and orthography to generate messages have higher independent communication capacity than those who rely solely on picture symbols.
Reason (R): Orthographic systems allow the user to generate spelling-based novel messages, freeing them from the limits of pre-programmed vocabulary.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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51. What is "environmental sabotage" as a structured communication-elicitation technique in AAC?
(A) Creating communicative temptations, such as sealing a desired toy in a jar, to prompt the child to use AAC to ask for help.
(B) Rearranging the classroom furniture to intentionally block the learner's physical pathway to their communication device.
(C) Disabling the speech generator's audio output to evaluate the child's behavioral frustration tolerance in social settings.
(D) Restricting the user strictly to natural manual gestures by physically removing all low-tech visual communication boards.

52. In AAC, what does the term "operational competence" primarily evaluate?
(A) The linguistic ability to structure expressive phrases according to standard rules of syntax.
(B) The social ability to cultivate interpersonal relationships and initiate conversational exchanges.
(C) The administrative processes of vocabulary selection used by the interdisciplinary assessment team.
(D) The technical, motor, and basic troubleshooting skills required to manage and operate the AAC device.

53. Read the following scenario and answer the question that follows:
Sameer is a 6-year-old child with severe developmental delays who is non-verbal. In the resource room, the special educator notices that Sameer can match physical toys with their exact identical counterparts but cannot match toys to line drawings. He frequently grabs toys from peers without pointing. What is the most appropriate initial AAC intervention step for Sameer?
(A) Introducing a high-tech mobile tablet displaying a dense array of abstract, complex line drawings.
(B) Using concrete, tangible items like real or miniature objects to instruct basic functional requesting.
(C) Focusing instructional efforts on orthographic literacy and word reading before utilizing visual icons.
(D) Training the child to expressively execute a complex vocabulary of formal manual sign language gestures.

54. Which of the following is a key feature of "PECS" (Picture Exchange Communication System)?
(A) It relies primarily on a student pointing to fixed visual icons on a display board to request items.
(B) It prioritizes training the client in high-tech eye-gaze systems before introducing any physical cards.
(C) It involves the physical exchange of a picture card with a partner to initiate a communicative transaction.
(D) It is an independent instruction methodology that functions without requiring an active communication partner.

55. What is the primary difference between "aided" and "unaided" AAC?
(A) Aided systems are restricted strictly to formal clinical environments, whereas unaided methods are practiced only at home.
(B) Aided options utilize abstract orthographic texts, whereas unaided approaches rely entirely on manual graphic symbols.
(C) Aided communication incorporates only low-tech materials, while unaided styles involve highly complex electronic devices.
(D) Aided systems require external tools or materials, while unaided methods rely entirely on the user's physical body.

56. Consider the following elements of communication competency development in AAC:
I. Vocabulary acquisition and syntax rules.
II. Device maintenance, charging, and software navigation.
III. Pragmatics, turn-taking, and cohesive discourse.
IV. Coping strategies for communication breakdowns.
V. Developing hand-eye coordination for physical typing.
Which of the following alignments represents the correct mapping to standard AAC communicative competence domains?
(A) I → Linguistic; II → Operational; III → Social; IV → Strategic
(B) I → Social; II → Linguistic; III → Operational; IV → Strategic
(C) I → Operational; II → Social; III → Strategic; IV → Linguistic
(D) I → Strategic; II → Operational; III → Linguistic; IV → Social

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57. Which type of switch activation method is designed for individuals who have minimal muscle movement and can only activate a switch by interrupting an infrared light beam?
(A) Mechanical switch requiring physical force
(B) Proximity switch utilizing non-contact sensors
(C) Pneumatic switch operated by breath pressure
(D) Mercury-tilt switch triggered by head angle

58. Under the context of communication, "social competence" includes the ability to:
(A) Master and maintain the physical hardware and structural components of the complex AAC system.
(B) Initiate, maintain, terminate, and effectively shift topics during real-time social interactions.
(C) Formulate highly complex syntactic sentences and execute rapid conversational code-switching behaviors.
(D) Repair immediate communication breakdowns and technical errors using alternative spelling and typing modes.

59. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): When designing an AAC display, the target vocabulary should contain both core and fringe vocabulary.
Reason (R): Core vocabulary allows for flexible sentence building across contexts, while fringe vocabulary allows for specificity of expression in high-interest topics.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

60. What is "eye-gaze/eye-tracking" technology in high-tech AAC?
(A) A highly specialized clinical test designed to assess a client's baseline visual acuity.
(B) A behavioral therapy strategy used to reinforce direct social eye contact in pediatric autism.
(C) An access method where tracking cameras follow pupil movements to select symbols on a screen.
(D) A durable, dynamic screen filter accessory designed to eliminate glare and ambient reflections.

61. Which of the following is an example of "indirect selection" in AAC?
(A) Touching a high-contrast target symbol on a sheet with an index finger.
(B) Directing an optical head pointer at a specific word on a vertical board.
(C) Pressing a physical button on a standard external layout keyboard.
(D) Activating a single switch to stop a moving automated screen cursor.

62. Consider the following statements regarding "aided language stimulation" (modeling):
I. The communication partner points to symbols on the AAC system while speaking to the user.
II. It requires the AAC user to immediately repeat the modeled phrase.
III. It provides a rich model of how AAC symbols are used to communicate real concepts.
IV. It should be used during natural, functional daily activities.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

63. During an AAC assessment, the multidisciplinary team must assess "motor planning and control" to ensure the user can:
(A) Fully comprehend and integrate the cognitive meaning of highly abstract graphic icons.
(B) Memorize symbol positions to make selection motor patterns highly automated and fast.
(C) Retain, retrieve, and process complex academic information during long testing sessions.
(D) Translate orthographic written symbols into their corresponding verbal phonetic sounds.

64. Which of the following terms describes the ability of a communication partner to recognize and respond to a child's non-verbal, emergent signals (e.g., body movements, vocalizations) as intentional communication?
(A) Direct instruction training
(B) Behavioral task chaining
(C) Operant stimulus control
(D) Partner responsiveness

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65. What is the primary purpose of a "keyguard" on a high-tech speech-generating device or a low-tech keyboard?
(A) To isolate keys physically, assisting users with motor tremors to avoid accidental activations.
(B) To secure the communication hardware, preventing the system from being stolen or physically broken.
(C) To mask and hide advanced vocabulary options that are not being targeted during early training phases.
(D) To enhance the visual contrast and color profiles of the alphanumeric characters on the interface.

66. A child with physical limitations uses a head-pointer to select letters on an on-screen keyboard. What type of selection method is this?
(A) Indirect scanning
(B) Auditory scanning
(C) Direct selection
(D) Step scanning

67. Which of the following features is a key characteristic of "dynamic display" AAC systems?
(A) The interface screen automatically changes pages of symbols based on the user's active selections.
(B) The physical board is completely static, demanding manual paper page-turning from the student.
(C) The graphic symbols are printed in specialized high-contrast inks that react to ambient lighting.
(D) The communication system runs mechanically, requiring no electrical battery power source at all.

68. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Children who have severe intellectual disability cannot benefit from AAC interventions because they lack symbolic representation skills.
Reason (R): AAC interventions can begin at a pre-symbolic level using real objects and cause-and-effect switches to teach the foundations of intentional communication.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. Which of the following factors is an "internal user skill" that influences the choice of an AAC system?
(A) The physical layout of the school classroom.
(B) The user's cognitive, motor, sensory, and linguistic capabilities.
(C) The willingness of peers to interact with the AAC user.
(D) The availability of device-charging stations in the resource room.

70. When teaching an AAC user to transition from "situational" communication to "independent" communication, which instructional strategy is most effective?
(A) Restricting the utilization of the communication board strictly to formal classroom academic tasks.
(B) Providing access to the communication device exclusively during isolated pediatric speech therapy sessions.
(C) Generalizing AAC use across home, school, and community settings with diverse communication partners.
(D) Removing the system entirely, forcing reliance on natural manual gestures during outdoor playground play.

71. Read the following scenario and answer the question that follows:
Meena is a 10-year-old student with profound bilateral sensorineural hearing loss and severe physical disabilities resulting from an infection in early childhood. She cannot use standard sign language due to poor fine-motor control and cannot use a traditional keyboard. Her cognitive abilities are within the average range. What assessment and intervention plan should the special educator prioritize?
(A) Prioritize intensive, traditional speech therapy drills to force expressive sound production.
(B) Implement a basic printed sign sheet where the instructor points to items for patient approval.
(C) Place her in an auditory-only environment with passive exposure to maximize oral comprehension.
(D) Assess visual skills, select an eye-gaze high-tech device, and train key communication

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partners.

72. In AAC, "auditory scanning" is a technique specifically designed for which population of learners?
(A) Learners with visual impairments and physical limitations that prevent direct selection.
(B) Learners with profound hearing loss who are studying manual gestural codes in sign classes.
(C) Typically developing children who demonstrate a learning style preference for acoustic input.
(D) Learners with advanced fine-motor control who utilize multi-touch screens without switches.

73. Which of the following represents an "attitude barrier" in the context of AAC implementation?
(A) A school physical therapy clinic lacking appropriate structural ramps or automatic doors for wheelchair entry.
(B) A parent believing that a device makes their child look "different" and therefore prohibiting public use.
(C) A dynamic electronic speech system that lacks a pre-installed software pack matching the family's language.
(D) An educator lacking basic technological instructions on how to charge and power the student's mobile tablet.

74. Consider the following steps in the design of an Individualized Education Program (IEP) incorporating AAC:
I. Conduct a comprehensive assessment of sensory, motor, cognitive, and language skills.
II. Select appropriate vocabulary based on core and fringe needs across environments.
III. Implement AAC technology in classroom activities without training school staff.
Which of the above steps are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

75. Which type of switch requires the user to apply physical pressure to compress a flexible surface containing air, sending a signal to an interface?
(A) Pneumatic switch
(B) Plate switch
(C) Sip-and-puff switch
(D) Touch-plate switch

76. What is the main characteristic of "synthesized speech" used in high-tech speech-generating devices?
(A) It consists of high-quality digitized human voice segments stored inside electronic files.
(B) It demands constant manual microphone inputs from the communication partner to function.
(C) It is computer-produced voice output generated dynamically according to system phonetic rules.
(D) It is structurally restricted to compatibility with simple, non-electronic communication books.

77. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Dynamic display AAC software is highly customizable compared to physical communication books.
Reason (R): Dynamic displays allow teachers to easily add, hide, resize, and reorganize virtual symbol buttons to match a child's changing linguistic and cognitive needs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

78. In AAC assessment, evaluating "symbols" involves determining:
(A) The financial print and lamination costs associated with producing heavy dynamic picture books.
(B) The clock speed, RAM capacity, and power of the device's main electronic processing unit.
(C) The visual format (objects, photos, line art, or text) a child can decode and use expressively.
(D) The historical evolution and linguistic structures of various international sign languages.

79. Which of the following factors directly influences "social competence" in an AAC user during classroom group work?
(A) The hardware screen resolution and visual

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95. In the context of AAC, the "Participation Model" guides the clinician to:
(A) Concentrate diagnostic efforts exclusively on cognitive deficits to determine device prescriptions.
(B) Compare the client's communication performance against peers to detect active participation gaps.
(C) Deploy high-tech speech-generating hardware to optimize participation rates on standard tests.
(D) Substitute human partners in the child's life with fully automated interactive software engines.

96. Which of the following physical-positioning interventions is most critical for a student with cerebral palsy who uses a head-pointing AAC device?
(A) Sitting in highly relaxed, non-supportive foam beanbag structures during active learning tasks.
(B) Lying in a lateral recumbent position on a soft foam floor mat during device scanning sequences.
(C) Sitting in a basic, unmodified classroom desk chair without supportive seat belts or cushions.
(D) Providing stable, upright seating with head and pelvic supports to reduce involuntary spasms.

97. Which of the following is an example of "low-tech" eye-gaze communication?
(A) An E-Tran plexiglass frame displaying symbols around the perimeter for gaze selection.
(B) An infrared tracker system that measures ocular position changes on dynamic screens.
(C) A cellular application programmed to decode specific user eye-blinks into text code.
(D) A projection display interface configured to translate physical head tilt movements.

98. What does "translucency" of a symbol mean in AAC symbol assessment?
(A) The symbol's literal meaning is immediately obvious to a naive observer without training.
(B) The visual symbol is highly abstract and shares no discernible relation to its referent.
(C) The symbol-referent link is not immediately obvious but becomes clear when explained.
(D) The visual icon is physically manufactured using only semi-transparent plastic sheets.

99. Which competency area is targeted when teaching an AAC user how to use a symbol for "I made a mistake" or "slow down" to repair a miscommunication?
(A) Strategic competence
(B) Linguistic competence
(C) Operational competence
(D) Social competence

100. When selecting vocabulary for a young child's AAC system, what should be the primary consideration to ensure functional communication?
(A) Selecting academic noun targets that match formal school curricula and specific textbook subjects.
(B) Prioritizing phonetic simplicity so physical education instructors can easily pronounce them.
(C) Restricting the active screen vocabulary to five items to completely avoid cognitive overload.
(D) Selecting a balanced core/fringe vocabulary that supports multiple daily pragmatic functions.

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explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

87. Which of the following tools represents a "no-tech" AAC strategy?
(A) A printed paper alphabet grid
(B) A battery-operated voice button switch
(C) A text-to-speech mobile phone software
(D) Natural gestures, posture, and vocalizations

88. When assessing an AAC user's motor abilities, what does "direct selection" require that "indirect selection (scanning)" does not?
(A) The physical capacity to point and select a symbol using fingers, eye-gaze, or tools.
(B) The cognitive capacity to wait for a moving indicator highlight before activating a switch.
(C) The physical coordination to activate a single mechanical switch in sequential patterns.
(D) The sensory capacity to decode and track auditory prompt cues during scanning sequences.

89. Consider the following elements included in a standard alternative and augmentative communication (AAC) environment and context assessment:
I. Communication partner profile (responsiveness, skill, patience).
II. Classroom physical layout and acoustic qualities.
III. Home communication routines and family support.
IV. Device durability under various weather conditions.
V. The child's psychological profiling for academic performance.
Which of the elements given above are correct?
(A) I, II, III, and IV
(B) I, II, III, and V
(C) I, III, IV, and V
(D) II, III, IV, and V

90. In AAC intervention, the concept of "modeling" is also commonly referred to in clinical literature as:
(A) Direct prompt hierarchy training
(B) Aided Language Stimulation models
(C) Systematic chaining sequences
(D) Gradual backward fading steps

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91. Which of the following factors can directly cause a "practice barrier" for an AAC user?
(A) Communication partners who deny device access during active play times, forcing vocal productions.
(B) Software operating system errors and coding bugs that repeatedly cause dynamic applications to crash.
(C) Deficits in public funding allocations and educational grants required to purchase electronic tools.
(D) Display layout parameters where target symbols are sized too small for visual scanning processes.

92. When designing a communication board for a child with visual impairments, which modification is most effective?
(A) Incorporating small, black-and-white abstract drawings on condensed visual layouts.
(B) Increasing the absolute number of visual grid items per page to over fifty targets.
(C) Utilizing high-contrast symbols, tactile textures, or concrete physical object cues.
(D) Turning off speech-generating voice output systems completely to conserve battery cells.

93. What is the main advantage of "direct selection" over "scanning" access modes?
(A) It requires significantly less fine motor coordination and physical upper limb movement from the client.
(B) It functions compatibly only with low-tech communication books rather than digital screen platforms.
(C) It removes the requirement for visual track scanning when a client selects icons from a display grid.
(D) It offers faster, intuitive selections, allowing direct choice generation without timed wait periods.

94. Which of the following is a key feature of "speech-generating devices" (SGDs)?
(A) They are mechanical devices that function completely without electrical batteries.
(B) They are specialized tools reserved exclusively for text-to-speech adult clients.
(C) They generate digitized or computer-synthesized speech output upon activation.
(D) They operate independently, requiring no physical input access ports or switches.

brightness settings of the electronic system.
(B) The peer group's structured training and active patience in supporting turn-taking behaviors.
(C) The internal flash memory capacity and operating system parameters of the speech generator.
(D) The physical weight, metallic construction, and locking mechanisms of the wheelchair mount.

80. What is "linear scanning" in AAC switch access?
(A) Cursor highlights traversing entire visual columns and rows on a grid interface simultaneously.
(B) Manual movements where the client slides their hand across a physical row of keys to select one.
(C) Automated calibration patterns where eye-gaze trackers follow strictly horizontal screen movements.
(D) Cursor indicators moving sequentially across individual items on a display until a switch is pressed.

81. Which of the following is an example of "aided language input" during a structured classroom mealtime activity?
(A) An educator selecting "eat" on a screen while concurrently speaking about food options during lunch.
(B) An educator physically feeding the student lunch while verbally describing sensory attributes of food.
(C) An educator hand-guiding a student's finger to press "drink" immediately after a meal is finished.
(D) An educator hiding the communication board to observe if a student initiates vocal sound productions.

82. Which level of communication is characterized by a child's ability to create novel, unprompted messages across a wide range of social, vocational, and educational settings?
(A) Functional Level
(B) Situational Level
(C) Independent Level
(D) Transition Level

83. Consider the following characteristics of a dynamic display AAC interface:
I. It allows multiple pages of vocabulary to be nested hierarchically.
II. It requires physical pages to be laminated and manually turned by the user.
III. It can provide immediate auditory feedback to the user and communication partner.
IV. It utilizes digital touch screens or alternative access interfaces like eye-gaze.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

84. Which of the following represents a "knowledge barrier" to AAC implementation?
(A) Administrative district policy directives that strictly prohibit active cellular or digital systems in hallways.
(B) Physical fatigue and muscle weakness preventing a student from consistently pressing a mechanical switch.
(C) Peer group isolation where classmate groups refuse to play with children using communication overlays.
(D) An educator's lack of basic information and understanding regarding what AAC systems are and how they can support communication.

85. Which of the following is a primary goal of developing "strategic competence" in an AAC user?
(A) Training the client to physically type at a standardized speed of forty words per minute.
(B) Teaching compensatory methods to bypass vocabulary limits or slow conversational pacing.
(C) Developing grammatical syntax rules and orthographic structure during written examinations.
(D) Instructing the client on cleaning procedures and hardware charging routines for the system.

86. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): AAC assessment is not a one-time event but an ongoing, dynamic process.
Reason (R): A child's sensory, motor, cognitive, and linguistic capabilities change over time, requiring adjustments in vocabulary, access modes, and symbol systems.
(A) Both A and R are true and R is the correct

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ANSWERS

1. (A) Speech is the neuromuscular process of producing vocal sounds, whereas language is the shared, rule-governed code representing concepts.
Speech involves motor production through neuromuscular coordination, encompassing articulation, voice, and fluency. Language is a cognitive, rule-based system for sharing thoughts via symbols. These two components work together for human interaction. Speech is physical, while language is linguistic and conceptual. Understanding this distinction is vital for accurately diagnosing and treating various communication disorders in clinical practice.

2. (C) Functional (Emergent) Level
Emergent communicators primarily interact to satisfy immediate physical needs using non-symbolic methods like crying or pointing. This stage precedes formal symbolic communication and focuses on basic physiological requirements within immediate contexts. Effective intervention at this level aims to establish intentionality and transition the learner toward more structured, symbolic forms of expression using appropriate augmentative or alternative tools.

3. (C) 18 to 24 months
Around eighteen to twenty-four months, typically developing children reach the linguistic milestone of combining two words. This stage, often called telegraphic speech, signifies the beginning of syntactic development and semantic relations. It shows an increase in cognitive and linguistic complexity, allowing children to convey more detailed meanings and intentions beyond the single-word stage of early communication.

4. (D) Bilateral profound sensorineural hearing loss limiting auditory input
Profound bilateral sensorineural hearing loss significantly limits auditory input, which is essential for the natural development of spoken language sounds. While the neurological capacity for language remains intact, the lack of sensory feedback hinders expressive speech acquisition. This condition creates a sensory-neural barrier that requires alternative communication modes to ensure the child can successfully express their cognitive thoughts.

5. (A) Both A and R are true and R is the correct explanation of A
Augmentative and alternative communication tools provide a multi-modal approach that significantly lowers the cognitive pressure of social interaction. By offering visual or tactile supports, these systems decrease communicative frustration, which often encourages users to attempt natural vocalizations. Evidence shows that AAC does not replace speech; rather, it provides a stable foundation that facilitates and supports vocal development.

6. (C) Situational (Context Dependent) Level of usage
Context-dependent communicators demonstrate functional symbolic skills but rely on familiar partners and specific environments to successfully convey messages. Their communication often breaks down when interacting with strangers or in novel settings without supportive cues. This level represents a transitional phase where the user is moving toward independence but still requires external scaffolding and structured routines for effective social interaction.

(D) Consistent omission of auxiliary verbs and grammatical markers in oral sentence structures
Syntax refers to the rules governing how words are combined to form sentences. Omitting auxiliary verbs and grammatical markers indicates a linguistic deficit in formulating sentence structure rather than a motor-based speech production issue. While articulation and fluency relate to the physical execution of speech, syntactic errors represent challenges within the formal organizational framework of the language system.

8. (A) Creating novel messages using diverse symbols across varied contexts with unfamiliar partners
Independent communication involves the ability to generate unique, spontaneous messages across various environments with both familiar and unfamiliar partners. This stage goes beyond

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simple requesting or responding to prompts, as users employ their full communicative repertoire to interact creatively. Achieving this level signifies that the individual can navigate social and educational settings without relying on specific environmental scaffolds.

9. (B) Training partners to structure interactions and teaching Rohit situational vocabulary to guide and direct partner attention effectively.
For a child with significant motor speech impairments who already understands age-appropriate concepts, the immediate focus should be on expanding functional communication within their environment. Training partners to provide structure and teaching the child vocabulary to guide attention helps bridge the gap between comprehension and social participation. This strategy empowers the user to direct interactions more effectively.

10. (B) Communication partners who constantly anticipate all child needs and fail to offer opportunities for user initiation
Constant anticipation by communication partners prevents AAC users from needing to initiate interactions. If every need is met before it is expressed, the child loses the motivation to develop independent skills. To move beyond the situational level, users must have frequent opportunities to practice initiation, making partner responsiveness and appropriate wait times critical components of the communicative environment.

11. (A) Indian Sign Language (ISL) and manual gestures
Unaided communication systems rely entirely on the individual's physical body without requiring external tools or electronic hardware. Examples include manual signs, facial expressions, and natural gestures. These methods are always available to the user, providing a versatile way to communicate across various contexts. Developing unaided skills is essential for building a robust, multi-modal communication repertoire in diverse social settings.

12. (A) I and II only
Emergent communicators lack reliable symbolic means for expression, while context-dependent communicators have functional symbols but are limited by environmental factors. Independent communicators, however, can generate novel messages through various means, including spelling or complex symbol combinations. Understanding these distinctions is fundamental for setting appropriate therapeutic goals and selecting the right technology or strategies to support each user's unique needs.

13. (D) Child Capacity and Context Match
Matching a child's unique motor, cognitive, and sensory abilities with the specific demands of their daily surroundings is a core principle of intervention. This balance ensures that the selected communication system is both usable and relevant to the user's life. Focusing on this match helps prevent device abandonment and ensures that the augmentative tools truly enhance functional participation.

14. (C) A is true but R is false
While training the user is important, failing to educate peers creates significant barriers to successful integration. Classmates do not automatically know how to use or interpret specialized communication systems without explicit instruction. Training peers provides the necessary social scaffolding and promotes inclusive interactions, ensuring that the AAC user has capable partners who can facilitate and sustain meaningful conversational exchanges.

15. (A) Real objects → Miniature objects → Color photographs → Line drawings → Written words
Learners typically develop symbolic understanding by moving from concrete representations to more abstract ones. This progression begins with real objects, followed by miniature versions and realistic photographs. Later, line drawings and finally written words are introduced as cognitive skills evolve. Following this hierarchy during intervention ensures that the child can successfully bridge the gap between a physical referent and its symbol.

16. (D) The child's current level of cognitive-visual understanding and iconicity preference.
Symbol selection should always prioritize the user's current cognitive and visual abilities rather than administrative convenience. Using symbols that match the child's level of iconicity ensures they can easily understand and associate the image with its real-world referent. This personalized approach facilitates faster learning and more effective expressive use, ultimately

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supporting the development of a functional and reliable communication system.

17. (A) Greeting a peer, sharing information, and asking questions
AAC systems that only focus on requesting overlook essential social functions like sharing information, greeting peers, or asking questions. These functions are critical for building relationships and participating fully in social environments. A comprehensive system must include vocabulary that allows the user to engage in diverse interactions, ensuring they are not just making demands but also participating as active communicators.

18. (B) I, II, and IV only
Evaluating sensory areas is vital to ensure the user can perceive and interact with the communication system. Assessment must cover visual clarity, auditory processing, and tactile sensitivity for those using physical symbols. While motor planning is important for access, the sensory evaluation focuses on how the individual receives and interprets information from their environment and the augmentative tools themselves.

19. (A) Proper positioning stabilizes the pelvis and trunk, which optimizes fine motor control of the upper extremities or head.
Stable physical positioning provides the necessary foundation for fine motor control required to operate a communication device. Without proper trunk and pelvic stability, users may struggle with accuracy and suffer from fatigue during selection tasks. Establishing an optimal posture ensures that the individual can use their motor skills efficiently, making the subsequent evaluation of selection methods more accurate and effective.

20. (D) Symbolic representation and association
Understanding that a 2D symbol represents a 3D object requires the cognitive skill of symbolic association. This ability allows a user to link a picture or icon with its real-world counterpart. Assessing this skill is crucial when determining which type of symbol system is most appropriate for the learner, as it dictates their ability to use visual representations for communication.

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21. (B) A visual schedule combined with a high-iconicity, grid-based picture exchange layout aligned with daily routines.
For children with high visual-spatial skills and a need for routine, a visual schedule and grid-based picture layout offer predictable and clear communication supports. This approach leverages their strengths while addressing behavioral and speech challenges. By aligning symbols with daily activities, the system becomes contextually relevant, helping to reduce frustration and encourage more consistent and functional communicative interactions.

22. (C) The optimal size, spatial layout, and structural arrangement of symbols on the communication display.
Evaluation of motor control determines the most efficient way for a user to access their communication system. This includes deciding the size and placement of symbols to minimize effort and maximize accuracy. Understanding a user's motor capabilities ensures that the interface is physically accessible, allowing them to focus on the linguistic aspects of communication rather than the physical difficulty of selection.

23. (A) Both A and R are true and R is the correct explanation of A
Indirect access methods like scanning require higher levels of cognitive attention compared to direct selection. Users must maintain focus to track a moving cursor and activate a switch at exactly the right time. This process involves complex timing and sustained concentration, making it more demanding. Consequently, assessing a user's attention and timing is essential when considering scanning as a viable access mode.

24. (A) An indirect access technique where items are presented sequentially and selected via switch activation.
Scanning is an indirect access technique where a device highlights available options sequentially for the user. The individual then activates a switch to select the desired target when it is indicated. This method is often used by those who lack the motor control for direct selection, providing a way to navigate complex vocabulary through a controlled and systematic interface.

25. (B) Automatic scanning
Automatic scanning involves a cursor moving across the display at a preset speed without constant user input. The user only needs to activate their switch once to stop the cursor on the chosen item. This method requires precise motor timing and sustained visual attention, as the user must wait for the device to reach the target before initiating the selection.

26. (B) The communication partners' styles, specifically focusing on responsiveness, wait-time, and therapeutic prompting.
Interaction context assessment focuses on the behaviors and styles of the people who communicate with the AAC user. This includes evaluating how partners respond, whether they provide enough wait time, and the types of prompts they use. Understanding these dynamics is essential for creating a supportive environment that encourages the user to communicate effectively and build their overall social competence.

27. (A) I, II, III, and IV
Developing communicative competence involves mastering four key domains: linguistic, operational, social, and strategic skills. These domains work together to ensure the user can understand their symbol system, operate the hardware, interact socially, and use compensatory strategies when communication breakdowns occur. Focusing on all four areas ensures a comprehensive approach to intervention that supports the individual's ability to communicate effectively.

28. (C) The internal representation of the primary linguistic code, along with the specific visual symbol code of the AAC display.
Linguistic competence involves the internal understanding of both the native language and the specific symbols used in the AAC system. The user must be able to recognize and combine these symbols to express meaning. Mastery of this domain is fundamental, as it provides the linguistic foundation necessary for building sentences and participating in various academic and social communication tasks.

29. (D) Operational competence
Operational competence refers to the technical skills needed to manage the communication device. This includes basic tasks like powering the system on, adjusting settings, and navigating through different vocabulary pages. Teaching these skills ensures that the user can maintain their system independently, which is crucial for consistent communication across different settings and for the long-term success of the intervention.

30. (C) Teaching the user to select a "please wait" symbol to signal that they need additional time to construct a message.
Strategic competence involves using compensatory techniques to overcome the limitations of a communication system. For example, using a "please wait" symbol allows a user to signal they need more time to formulate a message. These strategies help bridge the gap between the user's communication speed and the pace of typical social interaction, preventing frustration and facilitating smoother exchanges.

31. (B) Eye-gaze selection employing an infrared camera system
Eye-gaze selection is a direct method where the user looks directly at a target to select it, often using infrared cameras. Unlike scanning, which is indirect and sequential, eye-gaze allows for immediate and intuitive choice. This technology is particularly useful for individuals with limited limb movement, providing a fast and efficient way to interact with a high-tech communication system.

32. (C) A is true but R is false
Peer training is essential because classmates do not naturally know how to adjust their communication to support an AAC user. While peers are willing to interact, they often lack the skills to wait for responses or use helpful prompts. Training provides them with the tools to become effective communication partners, which significantly enhances the user's social participation and competence.

33. (A) A laminated paper communication book featuring static Picture Communication Symbols
Low-tech tools are non-electronic materials that support communication, such as laminated boards or books featuring static symbols. These tools are often portable, durable, and do not require battery power. They serve as reliable primary systems or as backups for electronic devices, ensuring that the user always has a

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functional way to communicate across various social and educational environments.

34. (C) High-tech systems remain prone to software glitches, battery depletion, and significant initial financial costs.
High-tech systems offer advanced features like voice output and dynamic displays but come with challenges such as high costs and technical vulnerability. Battery depletion or software failures can leave a user without a voice. These systems require ongoing maintenance and technical support, which can be a significant burden for families and schools compared to more durable, low-tech communication options.

35. (A) A head-mounted pointer or a head-switch connected to a scanning interface.
For individuals with significant involuntary movements who cannot use their hands, utilizing controlled head movements is a viable alternative. A head-pointer or head-switch allows the user to access their communication system more accurately. This modification bypasses limb-related motor challenges, providing a reliable and efficient access mode that leverages the user's physical strengths to facilitate more consistent and functional communication.

36. (D) Opportunity barriers and access barriers
The Participation Model identifies two main types of barriers: opportunity barriers and access barriers. Opportunity barriers are external factors, such as policies or lack of knowledge, that limit participation. Access barriers are internal to the user, such as physical or cognitive limitations. Distinguishing between these helps clinicians design interventions that address both environmental and individual challenges to effective communication.

37. (B) Policy barrier
Policy barriers are formal regulations or rules that prevent an individual from fully using their communication system. A school rule that prohibits taking a device home limits the student's ability to practice and communicate outside the classroom. Addressing these barriers often requires administrative changes to ensure the user has continuous access to their voice across all environments and times.

38. (B) I, III, and IV
Core vocabulary consists of a small set of high-frequency words, such as verbs and pronouns, that are used across many different situations. These words make up the majority of daily communication and allow for flexible sentence construction. By prioritizing core vocabulary, AAC systems empower users to communicate a wide variety of messages using a relatively small number of versatile symbols.

39. (D) Low-frequency, highly specific words related to an individual's unique interests, personal routines, or activities.
Fringe vocabulary includes words that are highly specific to an individual's personal interests, specific activities, or unique routines. These words are used less frequently than core vocabulary but are essential for detailed and meaningful expression in particular contexts. Including fringe vocabulary ensures that the communication system is personalized and allows the user to discuss topics that are important to them.

40. (A) Aided Language Stimulation
Aided Language Stimulation is a strategy where communication partners use the AAC system while speaking to the learner. By pointing to symbols during natural conversations, the partner models how the system can be used to express thoughts. This visual and auditory input helps the learner understand the meaning of the symbols and how to use them for functional communication.

41. (D) A is false but R is true
While real objects are not the most effective for every user, they are highly beneficial for those with significant cognitive or visual impairments. The tactile and three-dimensional nature of objects makes them easier to recognize than two-dimensional drawings. Using tangible symbols provides concrete feedback that reduces cognitive load, helping these learners develop the foundational skills necessary for intentional communication.

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42. (B) The cognitive association between a visual symbol and its referent, ranging from transparent to opaque.
Iconicity describes the visual relationship between a symbol and the thing it represents. Transparent symbols are easily understood

95. (B) Compare the client's communication performance against peers to detect active participation gaps.
The Participation Model helps clinicians assess a user's needs by comparing their communication performance with that of their typical peers. This process identifies specific gaps in participation and the barriers that are causing them. By focusing on how the individual can participate more fully in their daily life, the model guides the selection of the most effective communication strategies and tools.

96. (D) Providing stable, upright seating with head and pelvic supports to reduce involuntary spasms.
Proper seating with head and pelvic supports is essential for users with cerebral palsy, especially when using head-pointing devices. A stable, upright position helps control involuntary movements and reduces muscle spasms, which improves accuracy and reduces fatigue. Providing this physical foundation ensures that the student can focus on communication and use their access method as efficiently as possible during school activities.

97. (A) An E-Tran plexiglass frame displaying symbols around the perimeter for gaze selection.
An E-Tran frame is a simple, low-tech way for a user to communicate using their eyes. Symbols are placed around the edge of a transparent board, and the partner watches the user's eyes to see which item they are looking at. This method is inexpensive, portable, and requires no electronics, making it a reliable and effective communication tool for many individuals.

98. (C) The symbol-referent link is not immediately obvious but becomes clear when explained.
Translucency refers to symbols whose meaning is not immediately obvious but becomes clear once the relationship between the symbol and its referent is explained. This level of iconicity is between transparent and opaque. Understanding translucency helps clinicians choose symbols that are learnable and provide a good balance between ease of use and the ability to represent more complex, abstract concepts.

99. (A) Strategic competence
Strategic competence involves learning how to fix communication errors and bridge gaps between the user and their partner. Phrases like "I made a mistake" or "slow down" are essential tools for repairing breakdowns. Teaching these strategies empowers the AAC user to take control of the interaction, ensuring they can be understood even when their system or vocabulary has certain limitations.

100. (D) Selecting a balanced core/fringe vocabulary that supports multiple daily pragmatic functions.
A balanced vocabulary including both core and fringe words is the most effective way to support a young child's functional communication. Core words allow for versatile expression across many contexts, while fringe words provide the specific details needed for personal topics. This combination ensures the child has the linguistic tools to perform multiple pragmatic functions, from making requests to sharing information.

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51. (A) Creating communicative temptations, such as sealing a desired toy in a jar, to prompt the child to use AAC to ask for help.
Environmental sabotage involves creating a situation where a child must communicate to get what they want. By placing a favorite toy out of reach or in a sealed jar, the educator creates a natural reason for the child to use their AAC system. This technique provides frequent, functional opportunities for practice, helping the user understand the power of communication.

52. (D) The technical, motor, and basic troubleshooting skills required to manage and operate the AAC device.
Operational competence focuses on the technical and motor skills required to use a communication device. This includes knowing how to charge the battery, adjust the volume, and navigate between different screens. Mastering these operational tasks is essential for independence, as it ensures the user can maintain their system and resolve minor technical issues without always needing help from others.

53. (B) Using concrete, tangible items like real or miniature objects to instruct basic functional requesting.
When a child can match real objects but not drawings, intervention should start with concrete tangible symbols. Using real or miniature objects as communicative tools builds on the child's existing skills while teaching the concept of requesting. This concrete approach reduces cognitive demands and provides a clear, tactile link between the symbol and the desired item, facilitating earlier success.

54. (C) It involves the physical exchange of a picture card with a partner to initiate a communicative transaction.
The Picture Exchange Communication System is a unique approach that emphasizes the physical act of handing a card to a partner. This exchange immediately initiates a communicative transaction and teaches the learner the social nature of communication. PECS is designed to foster spontaneous initiation, making it highly effective for individuals who are just beginning to develop intentional communication skills.

55. (D) Aided systems require external tools or materials, while unaided methods rely entirely on the user's physical body.
The primary distinction between aided and unaided communication is the use of external materials. Unaided methods like gestures and signs rely solely on the user's body. Aided systems, on the other hand, require additional tools ranging from simple paper boards to complex electronic devices. A robust communication plan often includes both methods to ensure the user can interact in any situation.

56. (A) I → Linguistic; II → Operational; III → Social; IV → Strategic
Communicative competence consists of four domains that address different aspects of using AAC. Linguistic skills involve vocabulary and grammar, while operational skills cover device maintenance. Social skills focus on pragmatics and conversation, and strategic skills involve using compensatory techniques for breakdowns. Mapping these elements correctly is essential for creating a balanced intervention plan that addresses all the user's communication needs.

57. (B) Proximity switch utilizing non-contact sensors
Proximity switches use non-contact sensors to detect movement, allowing a user to activate them without applying physical force. This is ideal for individuals with very limited muscle strength or those who can only make small, precise movements. By detecting the presence of a hand or head near the sensor, these switches provide a reliable and low-effort access mode for communication.

58. (B) Initiate, maintain, terminate, and effectively shift topics during real-time social interactions.
Social competence involves the pragmatic skills needed for effective interaction, such as starting and ending conversations or staying on topic. It is not just about having a way to speak but knowing how to use it socially. Developing these skills ensures the AAC user can engage meaningfully with others, build relationships, and participate actively in various social and educational groups.

59. (A) Both A and R are true and R is the correct explanation of A
A functional communication system must balance core vocabulary for general use with

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relevant and continues to support the individual's linguistic and cognitive development throughout their educational journey and beyond.

78. (C) The visual format (objects, photos, line art, or text) a child can decode and use expressively.
Symbol assessment determines the specific visual or tactile format that a child can best understand and use. This includes choosing between real objects, photos, line art, or text. Selecting the right symbol set ensures the user can successfully link images with their meanings, which is the cornerstone of effective communication for those who rely on augmentative or alternative systems.

79. (B) The peer group's structured training and active patience in supporting turn-taking behaviors.
Peer responsiveness and patience are vital for an AAC user's social success during group activities. When classmates are trained to wait for responses and support turn-taking, it creates an inclusive environment where the user feels empowered to participate. This social support is just as important as the technology itself, as it directly influences the quality and frequency of the user's interactions.

80. (D) Cursor indicators moving sequentially across individual items on a display until a switch is pressed.
Linear scanning is an indirect access method where a cursor moves sequentially across every item on a display. The user waits for the indicator to highlight their choice before pressing a switch. While this method can be slow, it is very simple and requires minimal motor control, making it a valuable option for individuals who are just beginning to use scanning.

81. (A) An educator selecting "eat" on a screen while concurrently speaking about food options during lunch.
Aided language input occurs when a partner models the use of AAC by pointing to symbols while speaking during natural activities. For example, selecting "eat" on a screen while talking about lunch shows the student how symbols are used to communicate real-world concepts. This modeling provides a rich linguistic environment that helps the learner develop their own communicative skills.

82. (C) Independent Level
Independent communication is the highest level of proficiency, where a user can generate original messages in any setting with anyone. This ability signifies that the individual is no longer dependent on specific partners or environmental scaffolds to express themselves. Achieving this level allows for full participation in social, vocational, and educational life, as the user can communicate their thoughts and needs freely.

83. (B) I, III, and IV only
Dynamic display interfaces offer several advantages, including the ability to store vast amounts of vocabulary in nested pages and provide immediate auditory feedback. These systems often use touch screens or high-tech eye-gaze technology for access. By organizing information hierarchically, they allow users to navigate through thousands of words efficiently, supporting complex and varied communication across many different social and educational contexts.

84. (D) An educator's lack of basic information and understanding regarding what AAC systems are and how they can support communication.
Knowledge barriers occur when those around the AAC user do not understand what the systems are or how to use them. An educator's lack of information about augmentative tools can prevent a student from receiving the support they need. Addressing this barrier requires targeted training and awareness to ensure that everyone involved in the child's life can facilitate and support communication.

85. (B) Teaching compensatory methods to bypass vocabulary limits or slow conversational pacing.
Strategic competence focuses on teaching the user how to handle communication challenges, such as slow pacing or limited vocabulary. By learning compensatory strategies like using a "please wait" sign, users can maintain social interactions and reduce frustration. These skills are essential for navigating the real-world demands of conversation, where speed and vocabulary gaps can otherwise lead to frequent communication breakdowns.

86. (A) Both A and R are true and R is the correct explanation of A
AAC assessment must be a continuous process because a user's abilities and needs change over

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predictable impact on others, which is a necessary step toward more complex symbolic expression.

69. (B) The user's cognitive, motor, sensory, and linguistic capabilities.
Selecting an appropriate AAC system depends heavily on the user's unique cognitive, motor, sensory, and linguistic abilities. These internal skills dictate which symbols they can understand and which access methods they can physically use. A thorough assessment of these factors ensures that the chosen system matches the individual's needs, leading to more successful and sustainable communication outcomes over time.

70. (C) Generalizing AAC use across home, school, and community settings with diverse communication partners.
Generalizing AAC use across different settings and with various partners is the key to achieving independence. When a child practices using their system at home, in school, and in the community, they learn to communicate flexibly and effectively. This broad exposure helps move the user beyond relying on specific situational cues, empowering them to express themselves in any social environment.

71. (D) Assess visual skills, select an eye-gaze high-tech device, and train key communication partners.
For a student with both hearing and physical challenges but average cognitive skills, a high-tech eye-gaze system can bypass motor limitations and provide a clear visual communication mode. Training partners is equally important to ensure the student has a supportive environment. This comprehensive approach addresses all aspects of the user's needs, providing a reliable and effective way for them to communicate.

72. (A) Learners with visual impairments and physical limitations that prevent direct selection.
Auditory scanning is a specialized technique for individuals who cannot see a visual display or use direct selection due to physical limitations. The device speaks each option aloud, and the user activates a switch when they hear the desired choice. This method provides an essential communication bridge for learners with visual impairments, ensuring they can still access and use symbolic systems.

73. (B) A parent believing that a device makes their child look "different" and therefore prohibiting public use.
Attitude barriers are negative beliefs or perceptions that hinder the use of AAC. A parent's concern that a device might make their child look "different" is a clear example, as it can lead to restricting the system's use in public. Overcoming these barriers involves education and support to help families and communities understand the benefits and importance of augmentative communication.

74. (A) I and II only
Effective IEP planning for AAC must include both a thorough assessment of the user's skills and the careful selection of appropriate vocabulary. These steps ensure that the system is both functional and accessible. Without these foundational elements, any attempt to implement technology in the classroom is likely to fail, as it will not match the student's unique needs or goals.

75. (A) Pneumatic switch
Pneumatic switches are activated by air pressure, often through a tube that the user sips from or puffs into. This type of switch is ideal for individuals with severe physical limitations who still have good breath control. By translating changes in air pressure into a signal, these switches provide a reliable and accessible way for users to operate communication devices.

76. (C) It is computer-produced voice output generated dynamically according to system phonetic rules.
Synthesized speech is computer-generated voice output that is produced by the device in real-time. It follows phonetic rules to turn text or symbols into spoken words. This technology allows for an unlimited vocabulary, as the system can pronounce any word that is typed or selected. It provides a consistent and recognizable voice for the user, supporting their social interaction.

77. (A) Both A and R are true and R is the correct explanation of A
Dynamic display software is exceptionally flexible, allowing educators to customize every aspect of the interface to meet the student's needs. Icons can be added, resized, or reorganized easily as the user's skills progress. This ongoing adjustability ensures that the communication system stays

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because they look like their referents, while opaque symbols have no obvious connection and must be learned. Understanding a symbol's level of iconicity is crucial for choosing appropriate visuals that match the user's cognitive ability and facilitate faster learning and communication.

43. (A) High opacity
Symbols with high opacity do not have a clear visual connection to their referent, requiring the user to learn the association through instruction. This is common with abstract symbols or specific geometric shapes used to represent complex concepts. While harder to learn initially, these symbols allow for more specialized vocabulary once the user understands the rule-governed relationships behind them.

44. (A) I and II only
Designing an effective intervention requires evaluating both the user's internal capabilities and the external environment. Sensory skills like vision and hearing determine how a child interacts with symbols, while the support level of partners dictates the success of social integration. Focusing on these two areas ensures that the communication system is both physically accessible and socially supported across contexts.

45. (D) The student's physical inability to access a touchscreen directly due to severe upper-extremity tremors.
Access barriers are internal factors related to the user's physical, sensory, or cognitive abilities that hinder their use of a communication system. For example, a student's inability to touch a screen due to tremors directly limits their access. These barriers differ from opportunity barriers, which are external environmental factors, and they require specific modifications to the system's interface.

46. (C) To present words within a contextually rich, familiar visual environment, such as a bedroom picture, aiding cognitive retrieval.
Visual Scene Displays use contextually rich pictures, such as a photo of a familiar room, to organize vocabulary. This layout provides clear environmental cues that help young children or those with cognitive delays retrieve and use words more easily. By presenting symbols within a meaningful scene, VSDs support communication by leveraging the user's understanding of familiar places and activities.

47. (B) Syntactic categories, organizing words sequentially as agents, verbs, modifiers, nouns, and social terms.
The Fitzgerald Key is a system for organizing symbols based on their grammatical function, typically from left to right. It groups words into categories like people, verbs, and objects, which helps users learn sentence structure and locate words more efficiently. This logical arrangement supports language development by visually reinforcing the rules of syntax while facilitating faster and more accurate selection.

48. (D) Offering ample pause time (e.g., 5 to 10 seconds) after a prompt before prompting the student again for an active response.
Providing adequate wait time is a critical behavior for communication partners. AAC users often need extra time to process information and formulate their responses using their system. By pausing after a prompt, partners show respect for the user's pace and encourage them to initiate or respond independently. This patience is essential for developing the user's social and communicative competence.

49. (A) Least-to-Most Prompting hierarchy
The Least-to-Most Prompting hierarchy starts with the most natural cues and adds more intensive support only when the learner does not respond. This approach encourages independence by giving the user a chance to communicate with minimal help. By systematically increasing prompts from a pause to a full model, educators can provide the necessary scaffolding while ensuring the user remains successful.

50. (A) Both A and R are true and R is the correct explanation of A
Orthographic systems based on spelling provide the highest level of independence because they allow users to create any message they want. Unlike pre-programmed picture systems, which are limited by the icons available, spelling enables the construction of novel and specific messages. This flexibility is vital for advanced communicators, allowing them to express complex thoughts and participate fully in all settings.

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time. As a child grows and develops new motor, cognitive, or linguistic skills, their communication system should be adjusted to match. Regular re-evaluation ensures that the vocabulary, access methods, and symbol systems remain effective, allowing the individual to continue progressing toward more independent and functional communication.

87. (D) Natural gestures, posture, and vocalizations
No-tech strategies are natural methods of communication that do not involve any external tools or materials. This includes using facial expressions, body posture, and vocalizations to convey meaning. These methods are a fundamental part of a multi-modal communication system, providing the user with immediate and always-available ways to express their feelings and needs in any situation without requiring technology.

88. (A) The physical capacity to point and select a symbol using fingers, eye-gaze, or tools.
Direct selection is a straightforward method where the user points to their choice using a part of their body or a pointer. This requires more physical coordination and control than indirect methods like scanning, which only require a single switch activation. Direct selection is generally faster and more efficient, making it the preferred access mode whenever the user has the motor capability.

89. (A) I, II, III, and IV
A comprehensive environment assessment looks at several factors, including the skills of communication partners, the physical and acoustic qualities of the classroom, and the support available at home. It also considers the durability of the device in different conditions. Understanding these external elements is crucial for creating a successful intervention plan that supports the user's communication across all their daily settings.

90. (B) Aided Language Stimulation models
In the field of AAC, modeling is often called Aided Language Stimulation. This strategy involves the communication partner using the system themselves while speaking to the learner. By seeing the symbols used in real conversations, the user learns their meaning and how to combine them. This approach is widely recognized as one of the most effective ways to teach functional communication skills.

91. (A) Communication partners who deny device access during active play times, forcing vocal productions.
Practice barriers occur when opportunities to use a communication system are restricted by others. For example, if partners refuse to let a child use their device during play, the child loses valuable time to develop their skills. Ensuring that the user has constant access to their AAC system across all activities is essential for fostering consistent practice and long-term communicative success.

92. (C) Utilizing high-contrast symbols, tactile textures, or concrete physical object cues.
For children with visual impairments, communication boards should use high-contrast colors and tactile symbols to make icons easier to perceive. Using concrete objects or adding textures to symbols provides additional sensory cues that help the user identify their choices. These modifications ensure that the communication system is accessible and usable, despite the individual's sensory challenges, supporting their overall communicative independence.

93. (D) It offers faster, intuitive selections, allowing direct choice generation without timed wait periods.
Direct selection is generally faster and more intuitive than scanning because it allows the user to make a choice in one step. There is no need to wait for a cursor to move or to time a switch activation. This immediacy makes conversation more natural and efficient, which is why direct selection is prioritized for any user who has the necessary motor control.

94. (C) They generate digitized or computer-synthesized speech output upon activation.
Speech-generating devices are electronic tools that provide voice output when the user selects a symbol or types text. This voice can be either pre-recorded digitized speech or computer-synthesized speech. By giving the user a literal voice, these devices significantly enhance social interaction and participation, allowing individuals with severe speech impairments to communicate more effectively with a wide range of partners.

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fringe vocabulary for specific interests. Core words provide the linguistic flexibility needed across many contexts, while fringe words allow for detailed expression about favorite topics. This combination ensures the user can construct a wide range of sentences while still being able to talk about things that are personally meaningful.

60. (C) An access method where tracking cameras follow pupil movements to select symbols on a screen.
Eye-tracking technology uses specialized cameras to follow a user's pupil movements, allowing them to select items on a screen by just looking at them. This high-tech access method is life-changing for individuals with severe physical impairments who cannot use their hands or head for selection. It provides a fast and efficient way to communicate, empowering users to express themselves independently.

61. (D) Activating a single switch to stop a moving automated screen cursor.
Indirect selection methods like scanning require an intermediate step between the user's action and the selection of a symbol. A common example is using a switch to stop a moving cursor on a screen. This technique is essential for individuals who lack the motor control for direct selection, providing a systematic way to navigate and choose from a visual display.

62. (B) I, III, and IV only
Aided language stimulation involves the partner modeling AAC use by pointing to symbols while speaking. This provides a clear example of how symbols represent real ideas without requiring the user to respond immediately. Using this strategy in natural activities creates a rich learning environment that helps the user understand the function and meaning of their communication system in daily life.

63. (B) Memorize symbol positions to make selection motor patterns highly automated and fast.
Motor planning is the process of learning the specific physical movements needed to reach a target. In AAC, consistent symbol placement allows the user to develop automatic motor patterns, making communication faster and more efficient. Assessing these skills ensures the interface is designed to support the development of muscle memory, reducing the cognitive effort required to find and select symbols.

64. (D) Partner responsiveness
Partner responsiveness is the ability to recognize and give meaning to a child's early signals, such as sounds or movements. By treating these signals as intentional communication, partners help the child understand the effect of their actions on others. This support is vital for emergent communicators, as it builds the foundational belief that they can influence their environment through communication.

65. (A) To isolate keys physically, assisting users with motor tremors to avoid accidental activations.
A keyguard is a physical grid placed over a keyboard or screen to isolate individual keys. It helps users with motor tremors or poor coordination avoid pressing multiple keys at once by requiring a more deliberate and accurate touch. This simple modification can significantly improve selection accuracy and reduce frustration for individuals who struggle with the fine motor demands of typing.

66. (C) Direct selection
Direct selection involves the user making a choice by pointing directly at a target using a part of their body or a tool. Even when using a head-pointer to select letters on a screen, the action is direct because the user is specifically targeting the chosen item. This method is generally faster and more intuitive than indirect methods like scanning or sequential highlighting.

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67. (A) The interface screen automatically changes pages of symbols based on the user's active selections.
Dynamic displays are electronic screens that automatically change their content based on the user's selections. This allows for a vast amount of vocabulary to be organized into layers, making it easier to navigate complex systems. By providing immediate auditory and visual feedback, dynamic displays support both the user and their partners, facilitating more efficient and flexible communication in various settings.

68. (D) A is false but R is true
AAC interventions are not limited to individuals with symbolic skills; they can also benefit those at a pre-symbolic level. Using cause-and-effect switches or real objects helps teach the foundations of intentional communication. These early interventions focus on helping the child understand that their actions can have a

CHAPTER 24
Management of Learning Disability

1. Which of the following best describes the core cognitive difference between developmental dyslexia and acquired alexia?
(A) Developmental dyslexia is caused by congenital sensory deficits in the visual cortex, whereas acquired alexia is caused by structural brain injury in adulthood.
(B) Developmental dyslexia selectively affects early phonetic decoding pathways, whereas acquired alexia disrupts established visual word-form recognition systems.
(C) Developmental dyslexia is remediated through specific visual and motor exercises, whereas acquired alexia requires direct speech-language pathology intervention.
(D) Developmental dyslexia is a congenital impairment in acquiring reading, whereas acquired alexia is the loss of pre-existing reading ability from brain injury.

2. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, "Specific Learning Disabilities" is classified under which broad category of disabilities?
(A) Mental Behaviour
(B) Physical Disability
(C) Intellectual Disability
(D) Neurological Conditions

3. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): Children with developmental dyslexia frequently demonstrate significant deficits in phonological awareness, particularly in segmenting and manipulating individual phonemes in spoken words.
Reason (R): Phonological processing deficits prevent the efficient establishment of the grapheme-to-phoneme correspondences required for accurate and fluent decoding.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. The NIMHANS Index for Specific Learning Disabilities, a widely used diagnostic tool in India, is structured into two levels. What is the primary focus of Level I of this index?
(A) Detailed diagnostic testing of reading, writing, and arithmetic skills
(B) Screening by classroom teachers to identify children at risk of learning disabilities
(C) Standardized assessment of cognitive functioning and intelligence quotient (IQ)
(D) Comprehensive neurological evaluation of motor and sensory systems

5. The Orton-Gillingham approach is a widely accepted instructional model for children with reading disabilities. Which of the following set of principles best defines this approach?
(A) Multisensory, structured, sequential, cumulative, and cognitive-linguistic
(B) Whole-language, implicit, visual-only, and child-directed exploratory
(C) Auditory-verbal, structured-drill, non-contextual, and passive-receptive
(D) Kinesthetic-only, developmental, unstructured, and functional-ecological

6. Read the following clinical characteristics observed in school-aged children.
I. Marked deficits in understanding social cues and non-verbal communication.
II. Significant visual-spatial-organizational difficulties, alongside poor motor coordination.
III. Strong rote verbal memory and advanced early decoding skills, contrasted with poor reading comprehension.
Which of the following terms best encompasses this entire clinical profile?
(A) Developmental Dyslexia
(B) Expressive Language Disorder
(C) Non-Verbal Learning Disability
(D) ADHD - Predominantly Inattentive Presentation

7. A special educator notices that a student can spell words aloud perfectly but produces

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highly illegible handwriting, characterized by inconsistent letter sizes, irregular slant, and poor spatial alignment on the page. The student struggles with copying shapes but has normal fine-motor speed when performing finger-tapping tasks. Which subtype of dysgraphia is most consistent with this profile?
(A) Spatial Dysgraphia
(B) Dyslexic Dysgraphia
(C) Motor Dysgraphia
(D) Phonological Dysgraphia

8. According to Russell Barkley's behavioral inhibition model of Attention-Deficit/ Hyperactivity Disorder (ADHD), the core deficit in ADHD is an impairment in:
(A) General intellectual capacity, fluid intelligence, and logical reasoning
(B) Selective attention systems, while leaving sustained attention intact
(C) Central sensory processing, auditory discrimination, and motor planning
(D) Behavioral inhibition, which subsequently disrupts key executive functions

9. When using the Concrete-Representational-Abstract (CRA) instructional sequence to teach basic addition to a child with developmental dyscalculia, what is the correct order of materials the teacher must use?
(A) Numerical flashcards, then mental imagery representations, then tactile wooden beads
(B) Base-ten blocks, then pictorial drawings of blocks, then written numerical equations
(C) Tallies on a whiteboard, then plastic toy counters, then abstract word problems
(D) Standard worksheets, then concrete counting bears, then virtual online simulations

10. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): In the remedial management of severe developmental dyscalculia, teaching students to use calculators is an effective compensatory accommodation.
Reason (R): Use of technological aids bypasses low-level computational barriers, allowing students to focus on higher-order mathematical problem-solving and conceptual reasoning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following statements is true regarding Curriculum-Based Measurement (CBM) as an assessment strategy for students with learning disabilities?
(A) It is a summative, norm-referenced assessment administered once at the end of the academic year.
(B) It relies on comparing a student's performance to a nationwide representative sample rather than their own baseline.
(C) It is used exclusively to assess intelligence quotients and cognitive processing speeds.
(D) It involves brief, direct, and frequent measures of student performance on specific curricular targets over time.

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12. The Fernald Technique is a multi-sensory method used specifically to teach spelling and word recognition to children with severe learning disabilities. What are the four channels utilized in this technique?
(A) Visual, Auditory, Kinesthetic, Tactile
(B) Verbal, Abstract, Conceptual, Traditional
(C) Visual, Associative, Cognitive, Thermal
(D) Vocal, Auditory, Kinesthetic, Tracking

13. Read the following statements regarding the criteria to diagnose a Specific Learning Disorder according to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5).
I. Symptoms must have persisted for at least 6 months despite the provision of targeted interventions.
II. The affected academic skills are substantially and quantifiably below those expected for the individual's chronological age.
III. The learning difficulties are not better accounted for by intellectual disabilities, uncorrected visual or auditory acuity, or other mental disorders.
IV. The learning difficulties must begin during school-age years but may not fully manifest until demands exceed the individual's limited capacities.
Which of the above statements are correct?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

14. In managing a classroom with a student diagnosed with ADHD (Combined Presentation), which of the following environmental modifications is most effective?
(A) Placing the student's desk next to a window so they can look outside when they feel restless.
(B) Seating the student near the teacher's desk, away from high-traffic areas and major sources of distraction.
(C) Keeping the classroom walls highly decorated with bright, complex, and changing sensory posters to maintain high interest.
(D) Isolating the student in a study carrel in the back of the room for the duration of all academic lessons.

15. A 9-year-old student, Rohan, reads slowly, word-by-word, often substituting visually similar words (e.g., "was" for "saw", "dog" for "bog"). He has high oral comprehension and an average IQ score on the WISC-V, but struggles significantly with pseudoword decoding and spelling tasks. What is the most appropriate, evidence-based initial intervention strategy for Rohan's special education teacher to implement?
(A) Using a systematic, explicit phonics program with multi-sensory mapping.
(B) Bypassing text reading by using digital audiobooks for all class content.
(C) Practicing copying long paragraphs of cursive text to improve visual tracking.
(D) Referring for specialized vision therapy to correct ocular-motor tracking difficulties.

16. What is the primary regulatory role of the Rehabilitation Council of India (RCI) regarding personnel working in the field of Special Education and Learning Disability management?
(A) Formulating academic curricula and training standards for all government special schools in India.
(B) Distributing financial scholarships and modern assistive devices to students with learning disabilities.
(C) Licensing and maintaining the Central Rehabilitation Register of qualified special education professionals.
(D) Establishing and funding specialized schools for children with learning disabilities in every Indian district.

17. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): Cognitive Behavioral Therapy (CBT) and self-regulation training are effective behavioral interventions for students with ADHD.
Reason (R): These interventions teach students to use inner speech and self-talk to monitor, evaluate, and modify their own behavioral responses in real-time.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

18. When teaching a student with learning disabilities to solve multi-step division problems, a teacher breaks down the task of division into: Estimate, Divide, Multiply, Subtract, Bring Down, and Repeat. This instructional technique is known as:
(A) Shaping
(B) Fading
(C) Task Analysis
(D) Latent Learning

19. The SQ3R strategy is a highly recommended study skill intervention for students with learning disabilities who struggle with reading comprehension of expository text. What is the correct chronological sequence of steps in the SQ3R method?
(A) Search, Question, Read, Retain, Recite
(B) Survey, Question, Read, Recite, Review
(C) Scan, Query, Read, Record, Reflect
(D) Summarize, Question, Read, Rewrite, Recheck

20. Which of the following statements accurately distinguishes Expressive Language Disorder from Receptive Language Disorder in children?
(A) Expressive Language Disorder involves difficulty understanding spoken words, whereas Receptive Language Disorder involves difficulty producing speech sounds.
(B) Expressive Language Disorder is entirely motor-based, while Receptive Language Disorder is exclusively a sensory-neurological impairment of the inner ear.
(C) Receptive Language Disorder resolves spontaneously by age six, while Expressive Language Disorder routinely persists into adulthood without intervention.
(D) Expressive Language Disorder involves

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punishment after each and every disruptive occurrence of the target behavior.
(C) Requesting that the school administration suspend the student from all regular classroom and social activities.
(D) Referring the student to a qualified child psychiatrist for immediate pharmacological and medical management.

48. In Precision Teaching, an instructional framework used to build skill fluency in students with learning disabilities, progress is recorded using which of the following tools?
(A) Qualitative Developmental Rubric
(B) Norm-referenced Percentile Curve
(C) Standard Celeration Chart
(D) Cumulative Grade Point Average

49. The Direct Instruction (DI) model, pioneered by Siegfried Engelmann, is highly effective for remediating basic reading skills in students with learning disabilities. Which of the following is a key characteristic of the DI model?
(A) Student-directed exploration of literature without a pre-set curriculum or specific milestones.
(B) Implicit learning through natural exposure to high-level texts in a collaborative classroom.
(C) Use of highly unstructured play activities focused entirely on fine-motor control development.
(D) Scripted lessons, fast-paced group choral responses, systematic error correction, and explicit skills.

50. Read the following list of instructional modifications and strategies for a child with severe dysgraphia.
I. Allowing oral examinations or the use of a scribe for lengthy essays.
II. Providing worksheets with pre-printed math problems to eliminate the need for copying.
III. Requiring the student to spend additional homework hours copying lines of cursive text daily.
Which of the above represent effective modifications for the student?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

51. The Behavioural Checklist for Remedial Teaching (BCRT) is designed to help teachers:
(A) Determine the exact underlying neurological etiology of a suspected specific learning disability.
(B) Screen and identify specific behavioral and academic difficulties to plan effective remedial programs.
(C) Calculate a child's exact intellectual quotient score using standardized cognitive test batteries.
(D) Certify a child's exact percentage of physical disability to qualify for state welfare benefits.

52. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): Special education teachers often teach cursive writing rather than manuscript (print) writing to children with dysgraphia and spatial difficulties.
Reason (R): Cursive writing features connected letters and a continuous motor flow, which reduces the frequency of letter reversals and helps students perceive words as whole, unified units.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

53. Which of the following statements is true regarding the relationship between Specific Language Impairment (SLI) and Specific Learning Disabilities (SLD)?
(A) SLI involves primary oral language deficits, which often act as a precursor and co-occur with reading and writing SLD.
(B) SLI and SLD are entirely mutually exclusive diagnostic categories that can never clinically co-occur in the same child.
(C) SLI is purely a physical motor-speech production delay, whereas SLD is a psychiatric disorder of emotional regulation.
(D) SLI is resolved immediately by age 5 through maturation, whereas SLD only begins to develop after the child turns age 12.

54. The TouchMath program is a multisensory approach to mathematics. How does this strategy help students with learning disabilities learn addition and subtraction facts?
(A) It utilizes physical electronic calculators with textured buttons that speak out individual numbers aloud.

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28. Read the following clinical and behavioral symptoms observed in a classroom environment.
I. Often fails to give close attention to details or makes careless mistakes in schoolwork.
II. Often has difficulty sustaining attention in tasks or play activities.
III. Often blurts out an answer before a question has been completed.
Which of the above symptoms align with the DSM-5 criteria for ADHD - Predominantly Inattentive Presentation?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

29. In teaching study skills to a student with learning disabilities, a teacher uses a backward chaining procedure to teach the steps of filing homework in a color-coded binder system. What does backward chaining involve?
(A) Teaching the first step of the sequence first, then guiding the student through all remaining steps.
(B) Prompting the student through all steps except the final one, which they complete independently.
(C) Teaching the student the entire sequence at once, without breaking it down into smaller sub-skills.
(D) Having the student watch a peer perform the entire sequence backwards to understand the goals.

30. During an informal writing error analysis of a 10-year-old student's schoolwork, the special educator notices errors such as writing "g" as "q", "d" as "b", and writing letters with inconsistent spacing, frequently running off the margin of the notebook. What primary underlying deficit do these errors indicate?
(A) Significant phonological awareness deficits
(B) Visual-spatial and motor-integration deficits
(C) Moderate to severe expressive language delay
(D) Low semantic and lexical vocabulary knowledge

31. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): The Response to Intervention (RTI) framework is designed to prevent learning difficulties by providing high-quality instruction and universal screening for all students, rather than waiting for students to fail.
Reason (R): RTI relies entirely on the discrepancy between a student's performance on standard IQ tests and their achievement on norm-referenced educational tests.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. Assistive Technology (AT) plays a crucial role in compensating for learning disabilities. For which of the following students is speech-to-text (dictation) software the most appropriate accommodation?
(A) A student with a severe receptive language disorder who cannot process complex spoken instructions.
(B) A student with a bilateral hearing impairment who needs to read what the class teacher is saying.
(C) A student with developmental dyslexia who has good oral language but severe writing difficulties.
(D) A student with moderate to severe dyscalculia who struggles to align multi-digit numbers in a column.

33. Kabir, a Grade 5 student, has age-appropriate oral reading fluency but fails to answer basic comprehension questions about a passage. However, when the passage is read aloud to him, his comprehension is excellent. What is the most likely area of deficit and the corresponding remedial focus?
(A) Primary visual acuity impairment; refer to an optometrist for corrective lenses.
(B) Receptive language disorder; refer to a certified speech-language pathologist to improve oral language comprehension.
(C) Moderate intellectual disability; implement a functional and adaptive curriculum to improve general cognitive comprehension.
(D) Specific reading comprehension deficits; teach active text-monitoring and summarization strategies.

34. Which of the following is a classic manifestation of a Pragmatic Language Impairment in a student with a learning disability?
(A) Persistent inability to articulate the "r" and "s" sounds correctly in rapid spoken words.

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producing spoken language, whereas Receptive Language Disorder involves understanding language spoken by others.

21. Read the following list of instructional interventions used to support students with learning disabilities in written expression.

I. Utilizing tactile spelling practice (e.g., writing letters in shaving cream or sand).
II. Teaching the "POWER" (Plan, Organize, Write, Edit, Revise) writing strategy.
III. Providing a graphic organizer to structure paragraph writing.
IV. Supplying speech-to-text software as an accommodation for drafting essays.
V. Implementing daily rapid-automatic-naming exercises to improve letter-formation motor memory.

Which of the above represent evidence-based practices specifically targeted at compensating for or remediating dysgraphia and written expression deficits?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, II, III, and IV only
(D) I, II, III, IV, and V

22. The Diagnostic Test of Learning Disability (DTLD) developed by Swarup and Mehta evaluates various cognitive and perceptual processes. Which of the following areas is NOT directly tested by the DTLD?
(A) Auditory and Visual Discrimination
(B) Spatial Ability and Cognitive Style
(C) Non-Verbal Intelligence and Abstract Reasoning
(D) Eye-Hand Coordination and Figure-Ground Perception

23. According to the CBSE guidelines and RPWD Act provisions, what is the compensatory extra time allotted to students with benchmark Specific Learning Disabilities during board examinations?
(A) 10 minutes per hour of examination
(B) 20 minutes per hour of examination
(C) 30 minutes per hour of examination
(D) 45 minutes per hour of examination

24. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): Multisensory instruction is highly beneficial for students with learning disabilities because it engages visual, auditory, kinesthetic, and tactile pathways simultaneously.
Reason (R): Simultaneous activation of multiple sensory channels helps bypass weak single-sensory processing pathways and strengthens neural connections during learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

25. In the classification of developmental dyscalculia, a student who struggles specifically with the execution of mathematical operations and the sequential steps of algorithms, despite having a good understanding of underlying mathematical concepts, is presenting with:
(A) Verbal Dyscalculia
(B) Procedural Dyscalculia
(C) Anarithmetia
(D) Graphical Dyscalculia

26. Which of the following cognitive profiles is most characteristic of children with Specific Learning Disabilities (SLD)?
(A) Sub-average general intellectual functioning (IQ $<$ 70) with uniform deficits in all academic and adaptive domains.
(B) Advanced abstract reasoning abilities paired with severe, generalized delays in basic motor and physical development.
(C) Average to above-average general intelligence with a significant discrepancy in specific information-processing domains.
(D) Pervasive deficits in social communication and reciprocity, accompanied by highly repetitive, stereotyped behaviors.

27. How do "Graphic Organizers" function as an instructional scaffolding tool for students with learning disabilities who struggle with reading comprehension?
(A) They systematically simplify the font and vocabulary of reading passages automatically.
(B) They eliminate the need for the student to read the original text by summarizing it in pictures.
(C) They serve as an engaging sensory distraction that reduces anxiety during silent reading tasks.
(D) They visually represent relationships between concepts, reducing cognitive load on working memory.

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41. In Peer-Assisted Learning Strategies (PALS) for reading, how are students typically paired?
(A) Two low-performing readers are paired to work together so they do not feel intimidated by high-achieving peers.
(B) A high-performing reader is paired with a lower-performing reader to complete structured, cooperative reading tasks.
(C) Students choose their own friends to read and discuss self-selected books without any direct teacher supervision.
(D) A teacher works one-on-one with a student with a learning disability while the rest of the class works in silence.

42. The Slingerland Screening Tests are designed to identify children who have difficulties in which of the following areas?
(A) Gross motor coordination, physical balance, and large muscle group functions.
(B) Receptive vocabulary knowledge, speech articulation errors, and oral production.
(C) Auditory, visual, and kinesthetic-motor pathways involved in language learning.
(D) Mathematical reasoning, arithmetic computation, and conceptual problem-solving.

43. Read the following components of an educational assessment for a child suspected of having a Specific Learning Disability (SLD).
I. Standardized cognitive ability (IQ) assessment to evaluate general intelligence.
II. Standardized achievement testing across reading, writing, and mathematics.
III. Informal curriculum-based measurements and error analysis of work samples.
IV. Vision and hearing screenings to rule out primary sensory impairments.
V. A comprehensive developmental, medical, and school history.
Which of the above components should be included in a comprehensive educational assessment?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, II, III, and IV only
(D) I, II, III, IV, and V

44. Which of the following statements correctly distinguishes Phonological Awareness from Phonemic Awareness?
(A) Phonological awareness involves manipulating larger parts of oral language, whereas phonemic awareness focuses on manipulating individual sounds.
(B) Phonological awareness is the specific ability to write words phonetically, whereas phonemic awareness is the ability to decode them silently.
(C) Phonological awareness refers directly to visual letter recognition, whereas phonemic awareness refers to auditory vocabulary processing.
(D) Phonemic awareness is assessed only in children over ten years of age, while phonological awareness is assessed primarily in early infants.

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45. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): The traditional "IQ-achievement discrepancy model" for identifying Specific Learning Disabilities has been criticized as a "wait-to-fail" model.
Reason (R): This model requires a student's academic deficits to be large enough to show a significant statistical difference from their IQ, which typically does not manifest clearly until the third or fourth grade.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

46. The "COPS" strategy is a metacognitive editing checklist used by students with learning disabilities to self-correct their writing. What do the letters in the acronym "COPS" stand for?
(A) Copying, Outlining, Paragraphing, Syntax
(B) Capitalization, Organization, Punctuation, Spelling
(C) Capitalization, Overall legibility, Punctuation, Suffixes
(D) Composition, Organization, Presentation, Structure

47. When a student with ADHD exhibits chronic disruptive behaviors in the classroom (e.g., shouting out, leaving their seat), what is the first step a special educator should take to design an effective behavioral intervention?
(A) Conducting a Functional Behavioral Assessment to find the antecedents and consequences maintaining the behavior.
(B) Administering an immediate mild

61. During math instruction, a student with dyscalculia frequently makes errors such as: 43 - 17 = 34. The student subtracts the smaller number from the larger number in each column (7 - 3 = 4, and 4 - 1 = 3), ignoring regrouping rules. What is the most effective remedial step?
(A) Having the student copy multi-digit subtraction worksheets multiple times to memorize the procedural steps.
(B) Using concrete blocks to model the regrouping process, showing how a ten is exchanged for ten individual ones.
(C) Telling the student to check all of their calculations using a standard electronic hand-held calculator.
(D) Giving the student a lower-grade elementary mathematics textbook to work on during independent study.

62. Under the Rights of Persons with Disabilities (RPWD) Rules, 2017, which of the following medical authorities is authorized to issue a formal disability certificate for a person with a Specific Learning Disability?
(A) Any registered and licensed MBBS medical practitioner operating at a local community private clinic.
(B) A specialized board of a Pediatric Neurologist, a Clinical Psychologist, and a Psychiatrist.
(C) A collaborative school administrative committee including the principal and the primary class teacher.
(D) A district-level social welfare officer working under the state department of empowerment.

63. Research in neurobiology suggests that ADHD is primarily associated with dysregulation of which neurochemical systems in the prefrontal cortex?
(A) Dopamine and Norepinephrine
(B) Serotonin and GABA
(C) Acetylcholine and Glutamate
(D) Endorphins and Melatonin

64. The "RAP" reading strategy is an evidence-based intervention designed to improve reading comprehension. What do the steps of the RAP strategy direct the student to do?
(A) Read the text aloud quickly, Analyze difficult prefix meanings, and Pronounce sounds carefully.
(B) Record your active oral reading, Answer all of the comprehension questions, and Peer-evaluate.
(C) Read a paragraph, Ask what the main idea and details are, and Put them in your own words.
(D) Review the chapter title, Anticipate challenging vocabulary, and Predict the story ending.

65. A student with visual-spatial processing deficits struggles with mathematical calculations. Which of the following errors is most likely linked to this visual-spatial processing impairment?
(A) Inability to memorize basic multiplication facts and arithmetic tables.
(B) Forgetting the conceptual definitions and formulas of geometric shapes.
(C) Difficulty understanding math word problems read aloud by the classroom teacher.
(D) Misaligning numbers in multi-digit columns, causing structural calculation errors.

66. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): Students with ADHD often struggle with mathematical word problems, even when their basic arithmetic calculation skills are intact.
Reason (R): Solving mathematical word problems requires sustained attention, working memory to hold information while processing, and executive skills to plan and monitor the problem-solving steps.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. Which of the following co-teaching models is most appropriate when a general education teacher and a special education teacher want to split a class into two smaller, heterogeneous groups to teach the same content simultaneously with lower teacher-to-student ratios?
(A) One Teach, One Drift
(B) Parallel Teaching
(C) Alternative Teaching
(D) Station Teaching

68. How does Central Auditory Processing Disorder (CAPD) differ from Receptive Language Disorder?
(A) CAPD is a sensorineural hearing loss requiring cochlear implants, while Receptive

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(B) It teaches students to draw complex geometric shapes and lines to represent mathematical addition equations.
(C) It associates a specific number of tactile dots and circles directly on the visual representation of digits.
(D) It relies heavily on memorizing numerical theme songs, rhythmic physical movements, and repetitive dancing.

55. Aditya, a Grade 9 student with ADHD, struggles to complete independent long-term projects. He regularly loses his worksheets, misses deadlines, and has difficulty breaking down assignments into sub-steps, despite possessing strong verbal intelligence. Which of the following interventions is most appropriate for Aditya?
(A) Teaching executive function and study skills like planners, checklists, and breaking projects into micro-tasks.
(B) Assigning him a dedicated classroom peer helper who will do all the project planning and writing tasks for him.
(C) Having him stay after school in daily administrative detention until all of his missing work is fully completed.
(D) Exempting him from completing any long-term academic projects and assignments for the rest of the school year.

56. Children with learning disabilities frequently demonstrate developmental dyspraxia. What is the primary characteristic of developmental dyspraxia?
(A) Impairments in auditory sensory processing and vocal sound discrimination.
(B) Deficits in basic numerical estimation, quantity comparison, and counting.
(C) Chronic inability to sustain attention during structured visual and motor tasks.
(D) Difficulties in planning and coordinating fine and gross motor movements.

57. Read the following legal components of an Individualized Education Program (IEP).
I. A statement of the student's present levels of academic achievement and functional performance (PLAAFP).
II. Measurable annual goals, including academic and functional goals.
III. A description of how the student's progress toward meeting the annual goals will be measured.
IV. A statement of the special education, related services, and supplementary aids and services to be provided.
Which of the above components must be contained in an IEP designed for a student with a learning disability?
(A) I and II only
(B) II and III only
(C) I, II, and IV only
(D) I, II, III, and IV

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58. Dynamic assessment (e.g., the test-teach-retest model) differs from static standardized testing primarily because dynamic assessment:
(A) Relies entirely on multiple-choice questions from computerized standardized test banks.
(B) Eliminates the interactive role of the classroom teacher during the active evaluation process.
(C) Measures a student's potential to learn and their response to structured pedagogical mediation.
(D) Focuses exclusively on assessing physical developmental growth and fine motor coordination skills.

59. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): Transition planning for students with learning disabilities should ideally begin during early adolescence (by age 14 to 16 years).
Reason (R): Early transition planning allows for the coordination of vocational training, independent living skills, and post-secondary academic preparation aligned with the student's specific cognitive profile.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

60. A special education teacher teaches a student to remember the order of mathematical operations (Parentheses, Exponents, Multiplication, Division, Addition, Subtraction) using the phrase "Please Excuse My Dear Aunt Sally". This memory intervention is an example of:
(A) An acrostic mnemonic strategy
(B) Semantic mapping
(C) A visual-spatial organizer
(D) Verbal rehearsal training

(B) Inability to decode multi-syllabic and unfamiliar vocabulary words phonetically.
(C) Difficulty using social rules like turn-taking and staying on topic in conversation.
(D) Complete loss of expressive speech output following an acute physical head injury.

35. Read the following statements regarding lesson planning for an inclusive classroom containing students with diverse learning disabilities under the principles of Universal Design for Learning (UDL).
I. Multiple means of engagement to recruit and sustain student interest.
II. Multiple means of representation to present information in diverse ways.
III. Multiple means of action and expression to allow students to demonstrate knowledge differently.
IV. A single, standardized, rigid assessment format to ensure objective grading.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

36. When interpreting the results of a norm-referenced standardized diagnostic achievement test (e.g., Woodcock-Johnson IV), which of the following metric values is the most reliable and psychometrically sound for comparing a student's performance to their age-matched peers?
(A) Grade-equivalent score metrics
(B) Raw score performance values
(C) Age-equivalent score metrics
(D) Standard scores and percentile ranks

37. To help an elementary student with ADHD self-monitor their on-task behavior during independent seatwork, which of the following interventions is most evidence-based?
(A) Using a vibrating timer that cues the student at random intervals to self-record their on-task behavior.
(B) Placing a large physical barrier around the student's desk to prevent them from looking around the room.
(C) Assigning a designated peer partner to verbally redirect the student every time they stop their work.
(D) Sending the student directly to the principal's administrative office whenever they lose their focus.

38. Analyze the assertion and reason statements below and choose the correct option.
Assertion (A): Children with Non-Verbal Learning Disabilities (NVLD) are at high risk for developing internalizing emotional difficulties, such as anxiety and depression, in later school years.
Reason (R): Their difficulty in interpreting non-verbal social cues (e.g., facial expressions, body language) and social-spatial relationships often leads to social isolation and peer rejection.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. Phonological dyslexia is characterized by which of the following reading profiles?
(A) Severe difficulty decoding unfamiliar words and phonetically consistent pseudowords, alongside relative preservation of reading highly familiar sight words.
(B) Extreme difficulty reading irregular sight words (e.g., "yacht", "colonel"), while maintaining perfect decoding of regular words and phonetically consistent pseudowords.
(C) The complete inability to recognize any letters of the alphabet, although language comprehension remains entirely intact.
(D) Rapid and fluent reading of text, accompanied by zero semantic comprehension of what has been read.

40. According to the National Education Policy (NEP) 2020, what is the recommended shift in the approach toward the identification and support of children with learning disabilities in schools?
(A) Postponing all diagnostic screening and identification protocols until Grade 8 to avoid early academic labeling.
(B) Placing all children diagnosed with learning disabilities exclusively in segregated, specialized residential schools.
(C) Eliminating classroom accommodations and relying strictly on a simplified core curriculum for all special students.
(D) Developing continuous screening mechanisms and customized plans using assistive technologies and trained educators.

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Language Disorder is a cognitive impairment in general IQ.
(B) CAPD only affects musical pitch perception and frequency discrimination, while Receptive Language Disorder affects the biological perception of physical voice volume and tone.
(C) CAPD is diagnosed exclusively by speech pathologists using standardized speech tests, whereas Receptive Language Disorder is diagnosed only by clinical audiologists in sound booths.
(D) CAPD involves central nervous system processing of auditory signals, whereas Receptive Language Disorder is a broader linguistic impairment in understanding grammar and meaning.

69. Which of the following is the most appropriate, measurable annual IEP goal for a student working on reading decoding skills?
(A) Given 20 unfamiliar CVC words, the student will orally decode them with 90% accuracy in 4 out of 5 opportunities by June.
(B) The student will improve their general oral reading comprehension and decoding ability by the end of the school year.
(C) The special education teacher will teach the student how to decode fifty new vocabulary words during weekly sessions.
(D) The student will develop a highly positive academic attitude and feel extremely confident when reading in the class.

70. In dyscalculia research, "practognostic dyscalculia" is defined as a specific difficulty in:
(A) Reading and writing mathematical symbols and numerals.
(B) Understanding mathematical terms, concepts, and relations spoken by others.
(C) Manipulating concrete, real, or pictured mathematical objects and quantities.
(D) Performing mental calculations and computational operations.

71. Read the following accommodations that can be included in an IEP when modifying examinations for a high school student with developmental dyslexia.
I. Providing extra time (compensatory time) to complete written tests.
II. Utilizing a scribe (writer) or allowing oral responses to exam questions.
III. Ensuring exam papers are printed in an accessible font with clear spacing.
IV. Grading the student exclusively on spelling rather than the content of their ideas.
V. Allowing the use of assistive technology, such as text-to-speech software, during reading comprehension exams.
Which of the above accommodations should be included in their IEP?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, II, III, and V only
(D) I, II, III, IV, and V

72. According to neuropsychological models of learning disabilities, Non-Verbal Learning Disability (NVLD) is hypothesized to be associated with:
(A) Left hemisphere focal neurological dysfunction, particularly affecting primary verbal language centers.
(B) Cerebellar atrophy, leading exclusively to speech dysarthria, balance issues, and articulation disorders.
(C) Occipital lobe bilateral structural dysfunction, causing complete cortical blindness and field deficits.
(D) Right hemisphere white matter dysfunction, affecting spatial, tactile, and non-verbal integrative pathways.

73. Which of the following spelling instruction techniques involves having students identify phonemes in a word, map those phonemes to their corresponding graphemes, and write them in structured sound boxes?
(A) Standard Look-Say-Copy-Cover-Write-Check Methods
(B) Elkonin Sound Boxes and Phoneme-Grapheme Mapping
(C) Systematic Rote Oral Spelling and Repetitive Drills
(D) Whole-word Visual Memorization and Flashcard Training

74. An Informal Reading Inventory (IRI) is used to determine a student's reading levels. What is the correct definition of a student's "Instructional Reading Level"?
(A) The level at which the student can read completely independently with 100% word recognition and perfect semantic comprehension.
(B) The level at which the student decodes less than 90% of words and has less than 50%

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ANSWERS

1. (D) Developmental dyslexia is a congenital impairment in acquiring reading, whereas acquired alexia is the loss of pre-existing reading ability from brain injury.
Developmental dyslexia is a lifelong neurodevelopmental condition present from birth that interferes with the initial acquisition of reading skills. In contrast, acquired alexia refers to the loss or impairment of reading abilities that were previously mastered, typically occurring due to brain trauma, stroke, or neurological disease in individuals who were formerly literate.

2. (C) Intellectual Disability
The Rights of Persons with Disabilities Act of 2016 specifically categorizes specific learning disabilities under the umbrella of intellectual disability. This legal classification ensures that students with conditions like dyslexia, dysgraphia, and dyscalculia receive necessary support, accommodations, and legal protections within the Indian educational system and other public sectors to promote equitable opportunities.

3. (A) Both A and R are true and R is the correct explanation of A
Phonological awareness involves the critical ability to recognize and manipulate sounds in spoken language, which is often significantly impaired in individuals with dyslexia. These deficits directly hinder the process of mapping visual symbols to their corresponding sounds. Without this foundational alphabetic principle, students struggle to develop the accurate and fluent decoding skills necessary for successful reading development.

4. (B) Screening by classroom teachers to identify children at risk of learning disabilities
The NIMHANS Index for Specific Learning Disabilities utilizes a tiered approach to identification within the Indian school context. Level one specifically functions as a preliminary screening tool designed for administration by classroom teachers. It helps identify students who exhibit early warning signs of learning difficulties, allowing for timely referrals for the more comprehensive diagnostic testing found in level two.

5. (A) Multisensory, structured, sequential, cumulative, and cognitive-linguistic
The Orton-Gillingham approach is a highly structured instructional framework designed to support students with reading difficulties. It emphasizes multisensory learning by engaging visual, auditory, and kinesthetic pathways simultaneously. Instruction is characterized by a sequential and cumulative progression of skills, moving from simple to complex linguistic concepts while ensuring each foundational skill is mastered before introducing new material.

6. (C) Non-Verbal Learning Disability
Non-verbal learning disability is characterized by a specific cognitive profile where verbal assets, such as rote memory and early decoding, are well-developed. However, individuals face significant challenges with visual-spatial organization, motor coordination, and the interpretation of non-verbal social cues. This discrepancy often leads to high academic performance in early years followed by increasing difficulty in complex social environments.

7. (A) Spatial Dysgraphia
Spatial dysgraphia is primarily rooted in an impairment of visual-spatial perception, affecting the physical arrangement of writing on a page. While spontaneous spelling and oral spelling may remain intact, the individual struggles with maintaining consistent letter size, alignment, and spacing. This condition also typically manifests as difficulty with drawing or copying complex shapes, despite having normal fine-motor speed.

8. (D) Behavioral inhibition, which subsequently disrupts key executive functions
Russell Barkley's influential model posits that the fundamental impairment in attention deficit hyperactivity disorder is a deficit in behavioral inhibition. This primary weakness prevents individuals from delaying their initial responses to stimuli. Consequently, this failure disrupts the effective functioning of four critical executive systems, including working memory, self-regulation of affect, internalization of speech, and reconstruction of complex behaviors.

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a complete inability to write, while motor dysgraphia is characterized by writing numbers backwards.
(C) There is no clinical difference; both profiles exhibit identical spelling and copying patterns on standard neurological tests.
(D) Dyslexic dysgraphia affects spontaneous spelling but spares copying, while motor dysgraphia impairs the physical writing mechanics of both.

82. The "Sentence Combining" strategy is an evidence-based writing intervention. What is the primary objective of this strategy?
(A) Teaching students to write longer, repetitive essays by duplicating key sentences throughout the text.
(B) Training students to copy sentences at a faster rate from the blackboard to improve writing fluency.
(C) Helping students combine short, simple sentences into complex, cohesive sentences to improve writing.
(D) Encouraging students to use a dictionary or thesaurus to replace every active verb in their sentences.

83. A child with developmental dyscalculia struggles with "subitizing." What does a deficit in subitizing mean?
(A) The child cannot perform multi-step division algorithms or complex arithmetic calculations.
(B) The child cannot instantly recognize the number of objects in a small group without counting them one-by-one.
(C) The child cannot write multi-digit numbers from 1 to 100 in the correct forward or backward order.
(D) The child cannot read, comprehend, or solve word problems containing complex mathematical language.

84. When assessing a student's spelling skills using a diagnostic spelling test, an error analysis reveals that the student spells "float" as "flot" and "train" as "tran". These spelling errors indicate that the student is operating at which developmental stage of spelling?
(A) Pre-communicative stage
(B) Semi-phonetic stage
(C) Phonetic (Letter-Name) stage
(D) Transitional (Within-Word Pattern) stage

85. In a Classwide Peer Tutoring (CWPT) model, what are the roles of the students?
(A) Students take turns acting as both the tutor and the tutee in structured, reciprocal sessions.
(B) Only the highest-achieving students in the class act as tutors for the entire academic school year.
(C) One student with a learning disability is tutored by three of their peer classmates simultaneously.
(D) The classroom operates without any direct teacher supervision, and students tutor themselves alone.

86. Which of the following behaviors is most characteristic of ADHD - Predominantly Hyperactive-Impulsive Presentation?
(A) Regularly losing pencils, notebooks, and homework assignments required for daily class tasks.
(B) Staring out of the window during teacher lectures and routinely appearing quiet or daydreamy.
(C) Difficulty waiting for one's turn, constantly fidgeting with hands or feet, and talking excessively.
(D) Showing perfect adherence to all classroom rules with zero behavioral disruptions or interventions.

87. In a token economy system designed for a student with ADHD, what is a critical error that can undermine the effectiveness of the system?
(A) Making backup reinforcement costs too high, preventing the student from earning them in a reasonable timeframe.
(B) Delivering the earned tokens immediately after the specific target desirable behavior is actively observed.
(C) Pairing the physical delivery of tokens with explicit and enthusiastic verbal praise from the teacher.
(D) Defining all the target behaviors in highly clear, observable, and objectively measurable terms.

88. According to Cognitive Load Theory, when designing instructional materials for students with learning disabilities who have weak working memory capacities, a teacher should:
(A) Present vast amounts of visual and auditory information simultaneously to challenge working memory.

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33. (D) Specific reading comprehension deficits; teach active text-monitoring and summarization strategies.
When a student demonstrates fluent reading and strong oral comprehension but fails to understand what they read independently, the primary issue is a specific reading comprehension deficit. This profile suggests that the student is not actively engaging with the text while decoding. Remediation should focus on teaching metacognitive strategies, such as self-monitoring, questioning, and summarization, to help the student bridge the gap between decoding and meaning.

34. (C) Difficulty using social rules like turn-taking and staying on topic in conversation.
Pragmatic language impairment involves difficulty with the social use of language rather than its formal structure. Students with this challenge often struggle to follow conversational rules, such as taking turns, staying on a specific topic, and adjusting their speech based on the listener's needs. These social-communication deficits can lead to significant interpersonal difficulties and are frequently observed in children with various neurodevelopmental learning profiles.

35. (C) I, II, and III only
Universal Design for Learning is built upon three core principles: providing multiple means of engagement, representation, and action and expression. These principles aim to create a flexible learning environment that accommodates diverse student needs. While the first three statements align with these inclusive goals, using a single, rigid assessment format contradicts the UDL framework, which advocates for varied ways of demonstrating mastery.

36. (D) Standard scores and percentile ranks
Standard scores and percentile ranks are considered the most psychometrically sound metrics for comparing a student's performance to their age-matched peers on standardized tests. Unlike age or grade equivalents, which can be misleading and lack equal-interval properties, standard scores provide a consistent scale that accounts for the normal distribution of performance. This allows for more accurate tracking of academic progress and diagnostic decision-making.

37. (A) Using a vibrating timer that cues the student at random intervals to self-record their on-task behavior.
Self-monitoring interventions help students with attention deficit hyperactivity disorder become more aware of their own behavior. Using a vibrating timer at random intervals prompts the student to pause and record whether they are currently on-task. This evidence-based practice encourages internal regulation and increases the frequency of productive behaviors during independent work, reducing the need for constant external redirection from teachers or peers.

38. (A) Both A and R are true and R is the correct explanation of A
Children with non-verbal learning disabilities often face a heightened risk for internalizing disorders like anxiety and depression. Their fundamental difficulty in interpreting non-verbal cues, such as facial expressions and body language, interferes with successful social integration. As social demands increase with age, these students may experience social isolation and peer rejection, which directly contributes to the development of emotional distress and negative self-perception.

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39. (A) Severe difficulty decoding unfamiliar words and phonetically consistent pseudowords, alongside relative preservation of reading highly familiar sight words.
Phonological dyslexia is a subtype of reading disability characterized by a specific impairment in the phonological route of reading. Individuals struggle significantly with decoding unfamiliar words or pseudowords because they cannot easily map letters to sounds. However, they may still be able to read highly familiar sight words through the lexical route, relying on their visual memory for words they have previously encountered and mastered.

40. (D) Developing continuous screening mechanisms and customized plans using assistive technologies and trained educators.
The National Education Policy 2020 emphasizes a shift toward the early identification and continuous support of children with learning disabilities within inclusive settings. It advocates for the use of regular screening mechanisms and the development of customized education plans. By integrating assistive technologies and ensuring teachers are well-trained in special

(B) Enforcing strict rules where the student copies text during recess until their handwriting improves.
(C) Exempting the student from all written outputs without offering any alternative communication modes.
(D) Implementing hand-strengthening physical exercises and eliminating all academic writing tasks entirely.

96. Which of the following statements is true regarding the developmental relationship between Developmental Language Disorder (DLD) and Reading Disability (Dyslexia)?
(A) DLD only affects spoken grammar, whereas dyslexia is a visual processing disorder with no relation to oral language.
(B) DLD is caused by poor parenting, whereas dyslexia is caused primarily by a lack of reading materials in the home.
(C) Many children with early DLD later develop dyslexia due to shared phonological and linguistic processing deficits.
(D) Both conditions resolve spontaneously once the child reaches adolescence without any structured special intervention.

97. During oral reading instruction, when a student with a learning disability makes an error on a phonetically regular word, what is the most appropriate corrective feedback procedure for the teacher to use?
(A) Instantly telling the student the word to keep their oral reading pace moving as quickly as possible.
(B) Asking another student in the classroom to call out the correct pronunciation of the word immediately.
(C) Reprimanding the student for not paying attention and forcing them to start reading the page over.
(D) Pausing, pointing, and prompting the student to use phonetic decoding skills to sound the word out.

98. In a math class designed with Universal Design for Learning (UDL) principles, how can a teacher provide "multiple means of action and expression" for students with dyscalculia during a unit on fractions?
(A) Requiring all students to complete the exact same written exam on fractions without any modifications.
(B) Teaching fractions using a single lecture method and assessing students with a standard computerized test.
(C) Allowing students to show understanding by writing answers, drawing circles, or explaining concepts orally.
(D) Moving students with dyscalculia to a separate room to color pictures while the rest of the class does math.

99. When differentially diagnosing ADHD from Childhood Anxiety Disorder in a school setting, which of the following clinical observations is most helpful?
(A) Children with ADHD are always completely calm at home, while children with clinical anxiety are hyperactive in all settings.
(B) ADHD inattentiveness stems from executive deficits, while anxiety inattentiveness is driven by worry and internal distraction.
(C) Children with anxiety display motor restlessness only during social interactions, whereas children with ADHD display it only during academic tasks.
(D) Children with ADHD demonstrate academic difficulties across all subjects, whereas children with anxiety struggle only with reading-based tasks.

100. According to Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), state parties must ensure:
(A) Ensuring the complete segregation of all children with learning disabilities into separate special school systems.
(B) Ensuring that children with learning disabilities are legally exempted from attending any school-level education.
(C) Ensuring that standard academic curricula are applied rigidly to all students without any school accommodations.
(D) Ensuring inclusive education at all levels with necessary support and reasonable accommodations in general schools.

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(B) Avoid giving structured instruction, allowing students to figure out complex math concepts on their own.
(C) Focus exclusively on rote, repetitive memorization of entire textbook pages and static facts.
(D) Minimize extraneous cognitive load by eliminating unnecessary visual clutter and irrelevant information.

89. The Cornell Note-Taking System is a study skill strategy that divides a note page into three distinct sections. What are these three sections?
(A) Title, Body Paragraphs, and Appendix
(B) Cue Column (left), Notes Column (right), and Summary (bottom)
(C) Key Vocabulary, Drawings, and Practice Questions
(D) Main Idea, Synonyms, and Homework assignments

90. The Aston Index is a diagnostic battery used primarily by special educators to assess:
(A) Gross motor coordination, physical balance, and athletic athletic potential.
(B) Mathematical reasoning, computational fluency, and algebra learning skills.
(C) Language and auditory-perceptual difficulties associated with dyslexia.
(D) Social maturity, personal independence, and adaptive community behaviors.

91. To help a student with a learning disability improve their vocabulary and comprehension, a teacher introduces "morphological awareness" training. This strategy involves teaching the student to:
(A) Memorize the visual shape of whole words through rapid flashcard presentation.
(B) Practice tracing complex words in tactile sand while spelling them aloud.
(C) Read words as quickly as possible without pausing for punctuation or syntax.
(D) Identify and analyze prefixes, suffixes, and root words to find meaning.

92. The "Glass-Analysis" method is a remedial reading intervention designed to help students:
(A) Decipher words by identifying letter clusters within words rather than sounding out individual letters.
(B) Read long passages through colored plastic overlays in order to reduce chronic visual stress.
(C) Draw detailed pictures and visual maps to represent the main ideas and themes of a story.
(D) Memorize entire lists of high-frequency sight words through rapid and continuous repetition.

93. A Daily Report Card (DRC) is an effective collaborative intervention for managing the classroom behavior of a student with ADHD. How does a DRC operate?
(A) Receiving a behavioral report card from the principal once at the end of each academic term.
(B) Monitoring target behaviors daily and sending the card home for parental reinforcement.
(C) Having the peer tutoring group rate behavior and post the results on a public bulletin board.
(D) Self-rating behavioral performance and choosing whether to receive homework exemptions.

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94. Schema-Based Instruction (SBI) is a highly effective, evidence-based approach for teaching mathematical word problems to students with learning disabilities. What does SBI focus on?
(A) Memorizing mathematical keywords (like "altogether" or "left") to solve problems rapidly.
(B) Identifying the structural schema of a problem and mapping numbers onto a visual diagram.
(C) Drawing realistic, detailed pictures of every physical object mentioned in the word problem.
(D) Reading the entire math word problem ten times before attempting to write down any numbers.

95. A 10-year-old student, Aarav, has average intelligence but produces handwriting that is almost entirely illegible. He frequently mixes capital and lowercase letters within words, struggles to stay on the lines of the paper, and complains of physical fatigue and pain in his hand after writing only two sentences. Which of the following represents the most appropriate combination of remedial and compensatory strategies for Aarav?
(A) Using pencil-grip training combined with keyboarding or speech-to-text software accommodations.

9. (B) Base-ten blocks, then pictorial drawings of blocks, then written numerical equations
The concrete-representational-abstract instructional sequence provides a scaffolded approach to mathematical learning. Students first interact with physical manipulatives, such as base-ten blocks, to understand quantities. They then progress to the representational stage using drawings or pictures of those objects. Finally, they transition to the abstract stage, where they solve problems using only numerical symbols and written mathematical equations.

10. (A) Both A and R are true and R is the correct explanation of A
Providing calculators serves as a vital compensatory accommodation for students with severe dyscalculia who struggle with basic arithmetic facts. By removing the cognitive burden of low-level calculations, students can focus their mental energy on mastering complex mathematical concepts and higher-order problem-solving. This approach ensures that computational weaknesses do not prevent the development of advanced logical and quantitative reasoning skills.

11. (D) It involves brief, direct, and frequent measures of student performance on specific curricular targets over time.
Curriculum-based measurement is a formative assessment method used to monitor student progress in basic academic skills. It utilizes short, timed probes that directly reflect the classroom curriculum. By administering these assessments frequently, teachers can collect objective data over time to evaluate the effectiveness of their instruction and make necessary adjustments to meet the individual needs of students.

12. (A) Visual, Auditory, Kinesthetic, Tactile
The Fernald Technique is a multisensory remedial approach specifically designed for students with significant difficulties in reading and spelling. It integrates four distinct sensory pathways: visual, auditory, kinesthetic, and tactile. Students trace words with their fingers while saying them aloud, thereby reinforcing the association between the visual appearance of the word, its sound, and the physical sensation of writing.

13. (D) I, II, III, and IV
The diagnostic criteria for specific learning disorder according to the fifth edition of the DSM include symptoms persisting for at least six months despite intervention. Academic skills must be significantly below age expectations and not better explained by other disabilities. Furthermore, these difficulties must begin during school-age years, even if they only become fully apparent when academic demands increase.

14. (B) Seating the student near the teacher's desk, away from high-traffic areas and major sources of distraction.
Environmental modifications are crucial for supporting students with the combined presentation of attention deficit hyperactivity disorder. Strategic seating near the teacher allows for frequent monitoring and subtle redirection without disrupting the entire class. Placing the student away from windows, doors, and high-traffic areas minimizes external sensory distractions, thereby helping them maintain focus on academic tasks and instructional delivery.

15. (A) Using a systematic, explicit phonics program with multi-sensory mapping.
Students exhibiting significant struggles with pseudoword decoding and spelling despite average intelligence typically require intensive phonological intervention. A systematic and explicit phonics program provides direct instruction in the relationship between letters and sounds. Incorporating multisensory mapping techniques further strengthens these neural connections, helping students move beyond visual word substitutions toward accurate and fluent decoding of both familiar and unfamiliar text.

16. (C) Licensing and maintaining the Central Rehabilitation Register of qualified special education professionals.
The Rehabilitation Council of India serves as a statutory body responsible for regulating and monitoring services provided to persons with disabilities. Its primary mandate involves standardizing training programs and ensuring the professional quality of personnel. By maintaining the Central Rehabilitation Register, the council licenses qualified special education professionals, thereby ensuring that individuals working in the field meet specific educational and ethical standards.

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17. (A) Both A and R are true and R is the correct explanation of A
Cognitive behavioral therapy and self-regulation training are effective tools for managing symptoms of attention deficit hyperactivity disorder. These interventions help students develop internal monitoring skills by using self-talk and inner speech. By learning to consciously evaluate their thoughts and impulses, students can proactively modify their behavioral responses, leading to improved impulse control and better adaptation to various social and academic settings.

18. (C) Task Analysis
Task analysis is a fundamental instructional technique in special education that involves breaking down a complex skill or procedure into smaller, manageable sub-steps. By identifying each specific component of a task, such as the sequential steps of long division, teachers can provide targeted instruction and practice for each part. This structured approach helps students master difficult academic processes with greater accuracy.

19. (B) Survey, Question, Read, Recite, Review
The SQ3R method is a widely recognized study strategy designed to enhance the comprehension and retention of expository text. The process begins with surveying the material and generating questions based on headings. Students then read the text actively to find answers, recite the information to consolidate understanding, and finally review the entire section to ensure long-term mastery of the content.

20. (D) Expressive Language Disorder involves producing spoken language, whereas Receptive Language Disorder involves understanding language spoken by others.
Language disorders are categorized based on whether they affect the output or input of communication. Expressive language disorder specifically impacts an individual's ability to produce spoken language, including challenges with vocabulary use and sentence structure. Conversely, receptive language disorder involves difficulty understanding and processing the language spoken by others, leading to problems following directions or comprehending complex verbal information.

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21. (C) I, II, III, and IV only
Effective interventions for written expression deficits include both remedial and compensatory approaches. Multisensory practices, such as tactile spelling, help reinforce letter formation. Metacognitive strategies like the POWER acronym provide a structured framework for the writing process. Additionally, graphic organizers and assistive technology like speech-to-text software are essential tools that bypass physical writing barriers while supporting the organization of ideas.

22. (C) Non-Verbal Intelligence and Abstract Reasoning
The Diagnostic Test of Learning Disability is a specialized tool developed in India to evaluate specific cognitive and perceptual processes related to academic performance. It assesses areas such as auditory and visual discrimination, spatial ability, figure-ground perception, and eye-hand coordination. Unlike comprehensive intelligence batteries, it does not directly measure general non-verbal intelligence or abstract reasoning, focusing instead on underlying processing deficits.

23. (B) 20 minutes per hour of examination
Under the Rights of Persons with Disabilities Act and corresponding CBSE guidelines, students with benchmark disabilities are entitled to compensatory time during formal examinations. This accommodation provides an additional twenty minutes for every hour of the scheduled exam duration. Such measures ensure that students with learning disabilities have sufficient time to process information and complete their written responses, promoting a fairer assessment environment.

24. (A) Both A and R are true and R is the correct explanation of A
Multisensory instruction is highly effective because it integrates visual, auditory, kinesthetic, and tactile pathways during the learning process. By engaging multiple senses simultaneously, this method provides redundant neurological cues that help bypass individual processing weaknesses. This simultaneous activation strengthens neural connections and improves the encoding and retrieval of information, making it a cornerstone of remedial strategies for students with learning disabilities.

25. (B) Procedural Dyscalculia
Procedural dyscalculia is a subtype of mathematical disability where students struggle with the execution of multi-step algorithms and the sequential rules of operations. While they may have a solid conceptual understanding of mathematical principles, they frequently make errors in carrying out the specific steps required for calculations. This often manifests as difficulty with borrowing, carrying, and the correct ordering of mathematical procedures.

26. (C) Average to above-average general intelligence with a significant discrepancy in specific information-processing domains
The hallmark of a specific learning disability is the presence of average to above-average general intelligence alongside significant deficits in specific areas of information processing. This cognitive profile creates a notable discrepancy between the individual's overall potential and their actual academic achievement. These deficits are localized to specific domains such as reading, writing, or mathematics, rather than reflecting a global intellectual impairment.

27. (D) They visually represent relationships between concepts, reducing cognitive load on working memory.
Graphic organizers serve as vital scaffolding tools by providing a visual representation of how different concepts and ideas are interrelated within a text. By externalizing the organizational structure of information, these tools significantly reduce the cognitive load on a student's working memory. This allows students with learning disabilities to focus on understanding meaning rather than struggling to organize complex details mentally.

28. (A) I and II only
According to the DSM-5, the predominantly inattentive presentation of attention deficit hyperactivity disorder is characterized by symptoms such as failing to pay close attention to details and having difficulty sustaining attention during tasks. While blurring out answers is a symptom of hyperactivity and impulsivity, inattentiveness specifically involves challenges with focus, organization, and distractibility, which can severely impact a student's academic performance.

29. (B) Prompting the student through all steps except the final one, which they complete independently.
Backward chaining is an instructional strategy where a teacher provides support for every step of a task sequence except the very last one. The student completes the final step independently to experience immediate success. As mastery is achieved, the student gradually takes responsibility for the preceding steps in reverse order. This method is particularly effective for building confidence and motivation in complex tasks.

30. (B) Visual-spatial and motor-integration deficits
Errors involving letter reversals, inconsistent spacing, and poor margin management typically indicate underlying deficits in visual-spatial processing and motor integration. These challenges affect how a student perceives the orientation of shapes and how they coordinate their physical movements to reproduce symbols on paper. Such difficulties are common in various forms of dysgraphia and require targeted intervention to improve legibility and organization.

31. (C) A is true but R is false
Response to Intervention is a proactive framework designed to identify and support students with learning difficulties through high-quality instruction and tiered interventions. Unlike the traditional discrepancy model, RTI focuses on how a student responds to evidence-based teaching rather than the statistical gap between IQ and achievement. This model emphasizes early identification and prevention, ensuring that students receive help before they experience significant academic failure.

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32. (C) A student with developmental dyslexia who has good oral language but severe writing difficulties
Speech-to-text software is an essential assistive technology for students who possess strong oral language skills but face severe barriers in written expression, often due to dyslexia or dysgraphia. This tool allows students to dictate their thoughts, effectively bypassing the mechanical and phonological struggles of spelling and handwriting. It enables them to demonstrate their actual knowledge and vocabulary without being limited by their physical writing speed.

comprehension, causing severe frustration.
(C) The level where the student reads with 90–95% accuracy and 75–90% comprehension, learning effectively with teacher guidance.
(D) The grade level that matches the student's chronological age, regardless of their actual reading ability or classroom performance.

75. Priyansh, a 12-year-old student, reads aloud with high speed, correct intonation, and flawless decoding of multi-syllabic words. However, when asked to explain what he has read or to identify the main character of a simple story, he cannot answer, even when the book is open in front of him. What is the most likely diagnostic profile of Priyansh?
(A) Phonological Dyslexia with severe decoding deficits
(B) Sub-average intelligence with advanced motor skills
(C) Central Auditory Processing Disorder of the cortex
(D) Hyperlexia with poor semantic-linguistic comprehension

76. To support a student with ADD (Attention Deficit Disorder) who struggles with maintaining attention during transition periods between subjects, which of the following practices is most effective?
(A) Providing a clear visual schedule, using timers, and giving verbal warnings before transition times.
(B) Keeping classroom transitions completely unexpected to help build long-term cognitive flexibility.
(C) Directing the student to sit quietly at their desk without moving or fidgeting for the entire school day.
(D) Ignoring transition difficulties entirely, as they are considered behavioral rather than academic.

77. Which of the following represents an "exclusionary criterion" in the clinical and educational definition of Specific Learning Disability?
(A) The student exhibits significant, persistent difficulties in oral reading fluency and comprehension tasks.
(B) The academic difficulties are caused by an uncorrected visual, hearing, or intellectual disability.
(C) The student's academic learning difficulties persist in the classroom for more than six consecutive months.
(D) The student's measured intelligence quotient falls within the average to above-average standardized range.

78. What is the fundamental distinction between cognitive study skills and metacognitive study skills?
(A) Cognitive study skills are entirely physical and behavioral, whereas metacognitive study skills are entirely emotional.
(B) Cognitive skills are used to acquire and organize information, while metacognitive skills involve monitoring one's own learning.
(C) Cognitive study skills are introduced in early childhood, whereas metacognitive skills are developed only after adulthood.
(D) There is no scientific distinction; both terms refer strictly to the rote memorization of standard classroom textbooks.

79. Read the following pre-academic signs observed in a preschool child.
I. Delayed onset of spoken language.
II. Persistent difficulty learning nursery rhymes and recognizing rhyming words.
III. Difficulty learning and naming the letters of the alphabet.
IV. Inability to tie shoelaces and poor gross motor balance.
Which of the above signs may indicate an early developmental risk for dyslexia?
(A) I and II only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

80. A student with a language learning disability regularly says "The dog runned down the street" and "I have two mans in my house." These errors indicate difficulty in which area of language?
(A) Phonology
(B) Semantics
(C) Morphology and Syntax
(D) Pragmatics

81. How does the spelling profile of a student with "Dyslexic Dysgraphia" differ from that of a student with "Motor Dysgraphia"?
(A) Dyslexic dysgraphia causes highly illegible copied text but perfect spelling, whereas motor dysgraphia causes the exact opposite profile.
(B) Dyslexic dysgraphia is characterized by

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education strategies, the policy aims to provide equitable and effective learning opportunities for all students.

41. (B) A high-performing reader is paired with a lower-performing reader to complete structured, cooperative reading tasks.
Peer-Assisted Learning Strategies involve a structured pairing system where a higher-achieving student is matched with a lower-achieving peer. This dynamic allows the stronger reader to model fluent reading and provide immediate feedback, while the partner receives targeted practice. These cooperative tasks are carefully designed to improve reading fluency and comprehension for both participants within a supportive and collaborative classroom environment.

42. (C) Auditory, visual, and kinesthetic-motor pathways involved in language learning.
The Slingerland Screening Tests are specifically designed to identify children who exhibit difficulties in the multisensory processing of language. The assessment evaluates how well a student integrates auditory, visual, and kinesthetic-motor pathways. By pinpointing weaknesses in these areas, educators can better understand the underlying causes of a child's struggles with reading, writing, and spelling, allowing for the implementation of appropriate remedial instruction.

43. (D) I, II, III, IV, and V
A comprehensive educational assessment for a suspected learning disability must be multifaceted. It should include standardized testing for both cognitive ability and academic achievement, alongside informal measures like curriculum-based assessments and work samples. Additionally, screenings for vision and hearing are essential to rule out sensory causes, while a detailed developmental and medical history provides necessary context for a valid and accurate diagnosis.

44. (A) Phonological awareness involves manipulating larger parts of oral language, whereas phonemic awareness focuses on manipulating individual sounds.
Phonological awareness is a broad skill that includes the ability to identify and manipulate larger units of oral language, such as words, syllables, and rhymes. Phonemic awareness is a specific sub-skill under this umbrella that focuses exclusively on the ability to recognize and manipulate individual phonemes, the smallest units of sound in spoken words. Both are critical foundational skills for reading development.

45. (A) Both A and R are true and R is the correct explanation of A
The IQ-achievement discrepancy model has been criticized because it often requires a student to experience several years of academic failure before a statistically significant gap becomes apparent. This "wait-to-fail" approach delays the provision of necessary interventions during the critical early years of schooling. Consequently, students may lose important instructional time, making it much harder to close the achievement gap later in their educational careers.

46. (B) Capitalization, Organization, Punctuation, Spelling
The COPS strategy is a metacognitive mnemonic designed to help students self-monitor and edit their written work. The letters represent capitalization, organization, punctuation, and spelling. By using this checklist, students with learning disabilities can systematically review their writing for common errors, improving the overall clarity and technical accuracy of their compositions before submitting them for final evaluation or grading.

47. (A) Conducting a Functional Behavioral Assessment to find the antecedents and consequences maintaining the behavior.
When a student with attention deficit hyperactivity disorder exhibits chronic disruptive behavior, the first priority is understanding why the behavior occurs. A functional behavioral assessment is used to identify the specific triggers and the consequences that reinforce and maintain the behavior. This data allows educators to develop targeted, positive behavioral intervention plans that address the underlying function of the behavior rather than simply applying punishments.

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48. (C) Standard Celeration Chart
Precision teaching is an instructional framework that focuses on building skill fluency through daily measurement. Progress is recorded on a standard celeration chart, which provides a unique visual representation of changes in the frequency of a student's performance over time.

disabilities, they are not primary diagnostic signs of dyslexia, which is fundamentally rooted in phonological and linguistic processing deficits.

80. (C) Morphology and Syntax
Errors such as "runned" instead of "ran" and "mans" instead of "men" indicate a struggle with the rules of morphology and syntax. Morphology involves the use of word parts like prefixes and suffixes to change meaning, such as forming past tenses or plurals. Syntax refers to the rules governing sentence structure. These types of overgeneralization errors are common in children with language learning disabilities who have not yet mastered irregular linguistic forms.

81. (D) Dyslexic dysgraphia affects spontaneous spelling but spares copying, while motor dysgraphia impairs the physical writing mechanics of both.
Dyslexic dysgraphia is primarily characterized by poor spontaneous spelling while the ability to copy text remains relatively intact. This suggests a linguistic rather than a motor origin for the writing difficulty. In contrast, motor dysgraphia is caused by an impairment in fine-motor coordination, which affects all written tasks. Individuals with motor dysgraphia will demonstrate poor legibility and slow speed during both spontaneous writing and copying from a source.

82. (C) Helping students combine short, simple sentences into complex, cohesive sentences to improve writing.
Sentence combining is an evidence-based intervention designed to improve the syntactic maturity and overall quality of a student's writing. Instead of writing in short, repetitive, or choppy sentences, students are taught how to use conjunctions and relative pronouns to create more complex and cohesive structures. This practice enhances the flow of their written expression and helps them better communicate sophisticated ideas and relationships between concepts.

83. (B) The child cannot instantly recognize the number of objects in a small group without counting them one-by-one.
Subitizing is the fundamental ability to quickly identify the number of items in a small set, typically up to five, without needing to count them individually. A deficit in subitizing is a core feature of developmental dyscalculia and indicates an impairment in basic number sense. This weakness can slow down mathematical development, as the individual must rely on laborious counting strategies for even the simplest quantitative tasks.

84. (C) Phonetic (Letter-Name) stage
In the phonetic or letter-name stage of spelling development, children use their knowledge of letter sounds to represent words exactly as they hear them. Errors like "flot" for "float" and "tran" for "train" show that the student is identifying the primary sounds in the words but has not yet mastered the complex vowel patterns found in the transitional stage. This represents a systematic, albeit incomplete, application of phonics.

85. (A) Students take turns acting as both the tutor and the tutee in structured, reciprocal sessions.
Classwide Peer Tutoring is a collaborative learning model where all students in the classroom participate. A key feature of this approach is its reciprocal nature, where students alternate between the roles of tutor and tutee. This structure ensures that every student has the opportunity to both teach and learn, promoting higher engagement, increased time on task, and improved academic outcomes for students with and without disabilities.

86. (C) Difficulty waiting for one's turn, constantly fidgeting with hands or feet, and talking excessively.
The predominantly hyperactive-impulsive presentation of attention deficit hyperactivity disorder is marked by excessive physical movement and difficulty with self-control. Students with this profile often exhibit behaviors such as constant fidgeting, leaving their seats, and talking excessively. Impulsivity manifests as difficulty waiting for a turn in games or conversation and blurting out answers. These behaviors can be highly disruptive in a classroom setting and require specific behavioral management strategies.

87. (A) Making backup reinforcement costs too high, preventing the student from earning them in a reasonable timeframe.
A token economy is an effective behavioral intervention, but its success depends on the student being able to access rewards. If the cost

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balance and large muscle coordination, and fine motor skills, such as handwriting and using tools. These challenges can interfere with various daily activities and academic tasks, requiring specialized support to develop effective motor planning and coordination strategies.

57. (D) I, II, III, and IV
A legally compliant Individualized Education Program must include several essential components to be effective. These include a statement of the student's current performance levels, measurable annual goals, and a plan for monitoring progress. Furthermore, the IEP must clearly outline the specific special education services and supplementary aids that will be provided, ensuring a comprehensive and individualized approach to meeting the student's unique educational needs.

58. (C) Measures a student's potential to learn and their response to structured pedagogical mediation.
Dynamic assessment differs from static, standardized testing by focusing on the process of learning rather than just the final product. Using a test-teach-retest model, it evaluates a student's potential for growth and their responsiveness to specific instructional support. This approach provides valuable information about the types of pedagogical mediation that are most effective for an individual, helping teachers tailor their instruction to the student's learning capacity.

59. (A) Both A and R are true and R is the correct explanation of A
Transition planning is a critical process that prepares students with learning disabilities for life after high school. Starting this planning early, around ages fourteen to sixteen, ensures that students have enough time to develop necessary vocational and independent living skills. By aligning post-secondary goals with the student's specific cognitive profile and interests, educators can create a more successful and supportive pathway to adulthood and career success.

60. (A) An acrostic mnemonic strategy
An acrostic is a type of mnemonic device where the first letter of each word in a phrase serves as a cue for a specific piece of information. In mathematics, using the phrase "Please Excuse My Dear Aunt Sally" helps students remember the correct order of operations. This strategy is particularly useful for students with learning disabilities who may struggle with retrieving sequential information from long-term memory.

61. (B) Using concrete blocks to model the regrouping process, showing how a ten is exchanged for ten individual ones.
When a student consistently makes errors in multi-digit subtraction by ignoring regrouping, they often lack a foundational understanding of place value. Using concrete manipulatives, like base-ten blocks, allows the student to physically visualize the process of exchanging a ten for ten ones. This hands-on experience builds the conceptual bridge between physical quantities and abstract numerical algorithms, leading to more accurate and meaningful mathematical performance.

62. (B) A specialized board of a Pediatric Neurologist, a Clinical Psychologist, and a Psychiatrist.
Under the Rights of Persons with Disabilities Rules of 2017, the issuance of a formal disability certificate for a specific learning disability requires a multidisciplinary evaluation. This specialized board typically consists of a pediatric neurologist, a clinical psychologist, and a psychiatrist. Their combined expertise ensures a comprehensive assessment of the individual's cognitive and neurological functioning, providing a valid basis for the legal certification needed to access support.

63. (A) Dopamine and Norepinephrine
Research into the neurobiology of attention deficit hyperactivity disorder has identified dysregulation in specific neurochemical systems within the prefrontal cortex. Dopamine and norepinephrine are the primary neurotransmitters involved in regulating attention, motivation, and impulse control. Imbalances in these chemicals interfere with the brain's ability to filter distractions and manage executive functions, leading to the characteristic symptoms of inattentiveness, hyperactivity, and impulsivity observed in the disorder.

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64. (C) Read a paragraph, Ask what the main idea and details are, and Put them in your own words.
The RAP strategy is a metacognitive reading comprehension intervention that encourages active engagement with text. The process involves reading a paragraph, asking oneself to identify the main idea and supporting details,

This specialized tool allows teachers to see small improvements in speed and accuracy, facilitating data-driven decisions about the effectiveness of different instructional strategies.

49. (D) Scripted lessons, fast-paced group choral responses, systematic error correction, and explicit skills.
The Direct Instruction model is characterized by a highly structured and teacher-led approach to learning. It utilizes scripted lessons to ensure consistency and clarity, alongside fast-paced group choral responses that maximize student engagement. Systematic error correction provides immediate feedback, ensuring that students master explicit academic skills in a logical and cumulative sequence, which is particularly effective for remediating basic reading and math skills.

50. (A) I and II only
Effective modifications for students with severe dysgraphia focus on reducing the mechanical demands of writing to allow for the expression of ideas. Providing scribes or oral exams bypasses the physical act of writing, while pre-printed worksheets eliminate the need for laborious copying. In contrast, requiring additional hours of repetitive copying is generally ineffective and can lead to increased fatigue and frustration without addressing the underlying deficit.

51. (B) Screen and identify specific behavioral and academic difficulties to plan effective remedial programs
The Behavioural Checklist for Remedial Teaching is a diagnostic tool used by educators to systematically identify specific areas of academic and behavioral challenge. By pinpointing a student's particular strengths and weaknesses, the checklist helps in the formulation of individualized remedial programs. This ensures that interventions are directly targeted at the student's unique learning needs, facilitating more effective and efficient educational progress.

52. (A) Both A and R are true and R is the correct explanation of A
Cursive writing is often recommended for students with dysgraphia because the connected nature of the letters creates a continuous motor flow. This reduced lifting of the pencil helps prevent common errors like letter reversals. Furthermore, the fluidity of cursive helps students perceive words as whole units rather than a collection of separate strokes, which can improve both the legibility and the speed of their written work.

53. (A) SLI involves primary oral language deficits, which often act as a precursor and co-occur with reading and writing SLD.
Specific language impairment primarily affects the development of oral language skills, including vocabulary and grammar. Because reading and writing are fundamentally language-based processes, these early oral deficits frequently act as precursors to future learning disabilities. Children with a history of language impairment are at a significantly higher risk for developing dyslexia and other written language disorders as they progress through school.

54. (C) It associates a specific number of tactile dots and circles directly on the visual representation of digits.
The TouchMath program is a multisensory approach that makes abstract numbers more concrete. It uses "TouchPoints" or tactile dots and circles placed directly on the visual symbols of digits. By touching and counting these points in a specific sequence, students with learning disabilities can more easily master basic addition and subtraction facts, building a strong foundational understanding of quantity and numerical relationships.

55. (A) Teaching executive function and study skills like planners, checklists, and breaking projects into micro-tasks.
Students with attention deficit hyperactivity disorder often struggle with executive functions, which are necessary for planning and completing long-term projects. Instead of exempting them from work or having others do it, the most effective intervention involves teaching them organizational strategies. Using planners, checklists, and breaking large assignments into smaller, micro-tasks helps students manage their time and workload more effectively, fostering greater academic independence.

56. (D) Difficulties in planning and coordinating fine and gross motor movements.
Developmental dyspraxia, also known as developmental coordination disorder, is primarily characterized by significant difficulties in planning and executing motor movements. This affects both gross motor skills, such as

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72. (D) Right hemisphere white matter dysfunction, affecting spatial, tactile, and non-verbal integrative pathways.
Non-verbal learning disability is hypothesized to be linked to dysfunction in the white matter of the brain's right hemisphere. This hemisphere is primarily responsible for processing spatial information, tactile signals, and non-verbal communication. Impairments in these integrative pathways lead to the characteristic profile of NVLD, where individuals excel in verbal tasks but struggle with visual-spatial organization, motor coordination, and the social nuances of non-verbal cues.

73. (B) Elkonin Sound Boxes and Phoneme-Grapheme Mapping
Elkonin sound boxes are a powerful tool for developing phonological awareness and spelling skills. Students are taught to segment a word into its individual sounds and then map each sound to the corresponding letter or letter combination within a structured grid. This explicit practice helps students understand the alphabetic principle and improves their ability to accurately represent spoken words in written form through systematic phoneme-grapheme correspondence.

74. (C) The level where the student reads with 90–95% accuracy and 75–90% comprehension, learning effectively with teacher guidance.
The instructional reading level is the point at which a student can read effectively with moderate support from a teacher. At this level, the student achieves enough word recognition and comprehension to understand the text but still encounters enough challenges to benefit from guided instruction. Identifying this level is crucial for ensuring that reading materials are neither too easy nor too frustrating, promoting optimal academic growth.

75. (D) Hyperlexia with poor semantic-linguistic comprehension
Hyperlexia is characterized by an advanced ability to decode words that far exceeds the individual's ability to understand their meaning. Students with this profile often read aloud fluently and with correct intonation but fail to answer basic comprehension questions. This significant gap between decoding and semantic understanding requires specialized intervention that focuses on building vocabulary and teaching active strategies for making sense of written and spoken language.

76. (A) Providing a clear visual schedule, using timers, and giving verbal warnings before transition times.
Transitions between activities can be particularly challenging for students with attention deficit disorder. Providing structured supports like visual schedules and timers helps these students anticipate changes and manage their time more effectively. Verbal warnings before a transition allow them to mentally prepare for the shift in focus. These proactive strategies reduce anxiety and behavioral disruptions, leading to smoother and more productive classroom routines.

77. (B) The academic difficulties are caused by an uncorrected visual, hearing, or intellectual disability.
Exclusionary criteria are used to ensure that a diagnosis of specific learning disability is accurate and not better explained by other primary conditions. If a student's academic struggles are fundamentally caused by uncorrected sensory impairments, such as poor vision or hearing, or by a global intellectual disability, they do not meet the criteria for a specific learning disability. This distinction is vital for providing appropriate and targeted educational support.

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78. (B) Cognitive skills are used to acquire and organize information, while metacognitive skills involve monitoring one's own learning.
Cognitive study skills include techniques used to directly process and memorize information, such as taking notes or creating flashcards. Metacognitive skills, on the other hand, involve higher-order thinking about one's own learning process. This includes monitoring comprehension, evaluating the effectiveness of a study strategy, and making adjustments when necessary. Both types of skills are essential for independent learning and academic success in students with disabilities.

79. (C) I, II, and III only
Early indicators of a risk for dyslexia often manifest as delays in language-based pre-academic skills. These include a late onset of speech, difficulty recognizing and producing rhymes, and challenges in learning the names of alphabet letters. While motor coordination issues like tying shoelaces can co-occur with learning

7. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Ecological vocational assessment is considered superior to standardized psychometric testing for individuals with moderate-to-severe developmental disabilities.
Reason (R): Ecological assessments focus on evaluating the interaction between the individual's current skills and the environmental demands of specific, real-world work settings.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. Which of the following work sample systems is specifically designed to assess cognitive, motor, and sensory-perception abilities using a modular approach that can be customized to mirror actual industrial demands?
(A) McCarron-Dial System
(B) Wechsler Adult Intelligence Scale
(C) Vineland Adaptive Behavior Scales
(D) VALPAR Component Work Samples

9. Rajesh is a 19-year-old adult with a moderate intellectual disability. His vocational teacher wants to assess his capacity to sustain attention, follow simple multi-step packaging instructions, and tolerate a 4-hour workday. The assessment must yield data that can be directly used to design his individualized vocational training curriculum. Which of the following assessment approaches is most appropriate for Rajesh?
(A) Standardized intelligence tests like the Stanford-Binet.
(B) Systematic workplace observation combined with NIMH-VAPS.
(C) Paper-and-pencil interest inventories with written options.
(D) Clinical neurological tests evaluating fine motor tremors.

10. When conducting an ecological inventory of a prospective vocational placement site, what is the primary role of the vocational instructor?
(A) To administer standardized cognitive assessments to prospective coworkers.
(B) To negotiate starting salary packages before any formal training begins.
(C) To analyze job tasks and identify physical, social, and environmental demands.
(D) To prepare clinical diagnostic reports regarding the employer's management.

11. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Pre-vocational training should start during the primary education years for children with developmental disabilities.
Reason (R): Early development of foundational skills such as motor coordination, task completion, and following instructions prepares the child for more complex vocational training in later years.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. The McCarron-Dial System (MDS) of vocational evaluation is structured around five factor areas. Which of the following represents one of these critical factor areas assessed under MDS?
(A) Neurological/neuropsychological development
(B) Socioeconomic status and family background
(C) Academic achievement and grade point average
(D) Hereditary and genetic physical traits

13. Consider the following domains:
I. Personal-social skills
II. Work-related academic skills
III. Specific vocational tasks
IV. Advanced financial accounting
Which of the domains listed above are evaluated when using the NIMH-Vocational Assessment Programming System (NIMH-VAPS)?
(A) I and III only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

14. A special educator notices that a trainee with Down syndrome performs exceptionally well when sorting letters by color but struggles when sorting them by numerical zip codes. In terms of vocational assessment, how should the educator utilize this finding?
(A) Declare the trainee permanently unsuited for clerical sorting operations.

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of backup reinforcers is set too high, the student may become discouraged and lose motivation to engage in the target behaviors. To be effective, the system must allow students to earn tokens and exchange them for rewards frequently enough to reinforce the desired behavioral changes.

88. (D) Minimize extraneous cognitive load by eliminating unnecessary visual clutter and irrelevant information.
Cognitive Load Theory emphasizes that working memory has a limited capacity, especially in students with learning disabilities. To optimize learning, educators should aim to minimize extraneous cognitive load. This involves removing unnecessary visual distractions, irrelevant information, and overly complex layouts from instructional materials. By focusing the student's mental resources on the essential content, teachers can facilitate more effective processing and long-term retention of new information.

89. (B) Cue Column (left), Notes Column (right), and Summary (bottom)
The Cornell Note-Taking System provides a highly structured format for organizing lecture and textbook information. The page is divided into three parts: a narrow cue column on the left for key terms and questions, a larger notes column on the right for detailed information, and a summary section at the bottom. This layout encourages active listening, facilitates easy review, and helps students synthesize information into a concise and usable format.

90. (C) Language and auditory-perceptual difficulties associated with dyslexia.
The Aston Index is a comprehensive diagnostic battery used by special educators to identify the underlying causes of a student's reading and writing difficulties. It specifically assesses language development and auditory-perceptual skills, which are critical for the development of literacy. By identifying specific weaknesses in these areas, the index helps educators determine if a student exhibits the characteristic profile of dyslexia, allowing for the planning of targeted remedial interventions.

91. (D) Identify and analyze prefixes, suffixes, and root words to find meaning.
Morphological awareness training focuses on helping students understand how words are built from smaller, meaningful units. By teaching students to identify and analyze prefixes, suffixes, and root words, they can more easily decipher the meaning of unfamiliar vocabulary. This strategy is particularly beneficial for students with learning disabilities, as it provides them with a systematic way to expand their vocabulary and improve their overall reading comprehension.

92. (A) Decipher words by identifying letter clusters within words rather than sounding out individual letters.
The Glass-Analysis method is a remedial reading technique that emphasizes the recognition of letter clusters and word parts. Instead of having students sound out every individual letter, which can be laborious and prone to error, this approach helps them identify common patterns like "ing," "at," or "pre." This focus on word structure improves decoding speed and accuracy, helping students become more fluent and confident readers of both simple and complex text.

93. (B) Monitoring target behaviors daily and sending the card home for parental reinforcement.
A Daily Report Card is a powerful collaborative tool for managing classroom behavior. Teachers monitor specific target behaviors throughout the day and record the results on a card. This card is then sent home, where parents provide reinforcement based on the student's performance. This consistent feedback loop between school and home helps students with ADHD stay focused on their behavioral goals and promotes a unified approach to support.

94. (B) Identifying the structural schema of a problem and mapping numbers onto a visual diagram.
Schema-Based Instruction is an evidence-based approach that helps students solve mathematical word problems by focusing on their underlying structure. Instead of looking for keywords, students learn to identify the specific type of problem, such as a "compare" or "change" problem. They then use a visual diagram or schema to organize the numerical information. This structured process reduces cognitive load and helps students develop a deeper conceptual understanding of mathematical relationships.

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and then putting that information into one's own words. This paraphrasing step is crucial for ensuring that the student has processed and understood the material, leading to better retention and comprehension.

65. (D) Misaligning numbers in multi-digit columns, causing structural calculation errors.
Visual-spatial processing deficits can significantly impact a student's ability to organize mathematical work on paper. This often manifests as difficulty in properly aligning numbers within columns during addition, subtraction, or multiplication. When numbers are misaligned, the student may perform calculations on the wrong digits, leading to structural errors even if they understand the basic arithmetic facts. Targeted support using graph paper can often help mitigate these challenges.

66. (A) Both A and R are true and R is the correct explanation of A
Solving mathematical word problems is a complex task that goes beyond simple arithmetic. For students with attention deficit hyperactivity disorder, the process is often hindered by deficits in sustained attention and working memory. These students must hold information in their minds while simultaneously planning and monitoring multiple steps. Weaknesses in these executive skills can lead to errors in problem-solving, even when the student's basic calculation abilities are intact.

67. (B) Parallel Teaching
Parallel teaching is a co-teaching model where the class is divided into two smaller, heterogeneous groups. Each teacher delivers the same instructional content simultaneously to their respective group. This approach effectively lowers the teacher-to-student ratio, allowing for increased student participation and more individual attention. It is particularly useful for teaching complex material or when the goal is to foster more intensive interaction within the classroom.

68. (D) CAPD involves central nervous system processing of auditory signals, whereas Receptive Language Disorder is a broader linguistic impairment in understanding grammar and meaning.
Central auditory processing disorder specifically relates to how the central nervous system manages and interprets auditory signals from the ear. In contrast, receptive language disorder is a broader impairment that affects the understanding of linguistic information, such as grammar, syntax, and meaning. While both can lead to difficulties following verbal directions, they have different neurological origins and require distinct diagnostic and remedial approaches.

69. (A) Given 20 unfamiliar CVC words, the student will orally decode them with 90% accuracy in 4 out of 5 opportunities by June.
A high-quality IEP goal must be specific, measurable, and time-bound. This goal clearly identifies the task, the expected level of accuracy, and the timeframe for achievement. By defining performance in terms of percentage and frequency of success, educators can objectively monitor the student's progress. Such clear parameters allow for data-driven adjustments to instruction and ensure that the student's educational needs are being effectively met.

70. (C) Manipulating concrete, real, or pictured mathematical objects and quantities.
Practognostic dyscalculia is a specific form of mathematical learning disability that involves difficulty in the manipulation of concrete or pictured objects. Individuals with this condition struggle to arrange, compare, or count physical items to represent mathematical concepts. This impairment hinders the ability to translate abstract mathematical ideas into tangible demonstrations, which is a critical step in the early development of quantitative reasoning and arithmetic skills.

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71. (C) I, II, III, and V only
Appropriate examination accommodations for students with dyslexia focus on removing barriers to demonstrating knowledge. Extra time and the use of scribes address slow processing and writing difficulties, while accessible fonts improve readability. Assistive technology like text-to-speech software supports reading comprehension. However, grading solely on spelling is not standard practice, as assessments should primarily evaluate the student's understanding and mastery of the core subject content.

CHAPTER 25

Vocational Training, Transition and Job Placement

1. Which of the following best defines "Vocational Rehabilitation" in the context of special education and disability services?
(A) A clinical intervention designed to cure physical anomalies and cognitive deficits prior to job seeking.
(B) A system of financial compensation and pension support for individuals deemed permanently unfit for work.
(C) A segregated school system preparing disabled individuals exclusively for non-competitive craft hobbies.
(D) A continuous and coordinated process involving vocational guidance, training, and selective placement.

2. In a pre-vocational training program for adolescents with intellectual disabilities, which of the following is classified as a "generic work habit" rather than a "specific vocational skill"?
(A) Operating a complex industrial dry-cleaning press.
(B) Sorting incoming business mail by numerical zip code.
(C) Punctuality and maintaining workplace hygiene.
(D) Performing basic spreadsheet data entry tasks.

3. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Work Sample Systems (WSS) such as VALPAR are highly effective for assessing the vocational potential of individuals with special needs.
Reason (R): These systems use simulated or actual work activities to evaluate specific traits and characteristics without relying heavily on the client's verbal and reading skills.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. The VALPAR Component Work Sample (VCWS) system relies on which of the following methodologies to analyze and score a client's performance?
(A) Mental age equivalents derived from standardized intelligence tests.
(B) Projective personality profiles evaluated by clinical psychologists.
(C) Grade-equivalent scores in reading and mathematical calculations.
(D) Methods-Time Measurement standards based on industrial work rates.

5. Consider the following statements regarding the Jewish Employment and Vocational Service (JEVS) Work Sample System:
I. It consists of 28 work samples designed to assess a wide range of worker traits.
II. It is primarily based on the categories defined in the Dictionary of Occupational Titles (DOT).
III. It does not require any physical or motor manipulation of tools, relying solely on paper-and-pencil tests.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

6. A vocational evaluator places an individual with autism spectrum disorder in an actual kitchen environment of a local restaurant to assess their social interaction, stress tolerance, and task performance over a period of two weeks. This assessment method is known as:
(A) Paper-and-pencil aptitude testing.
(B) Norm-referenced diagnostic assessment.
(C) Situational assessment.
(D) Cognitive style analysis.

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95. (A) Using pencil-grip training combined with keyboarding or speech-to-text software accommodations.
Students like Aarav, who experience significant physical fatigue and poor legibility in their writing, require a combination of remedial and compensatory strategies. Pencil-grip training can help improve the physical mechanics of writing. At the same time, compensatory tools like keyboarding or speech-to-text software are essential for allowing the student to complete academic work without being hindered by their physical writing limitations, thereby preventing academic frustration and burnout.

96. (C) Many children with early DLD later develop dyslexia due to shared phonological and linguistic processing deficits.
Research highlights a significant developmental link between developmental language disorder and dyslexia. Both conditions are rooted in fundamental deficits in phonological and linguistic processing. Because literacy is built upon a foundation of oral language, children who struggle with spoken grammar and vocabulary early in life are at a much higher risk for facing difficulties with reading and writing as they transition into formal schooling and encounter complex academic texts.

97. (D) Pausing, pointing, and prompting the student to use phonetic decoding skills to sound the word out.
When a student makes an error on a phonetically regular word, the most effective corrective feedback involves encouraging the use of their decoding skills. By pausing and pointing to the word, the teacher allows the student time to self-correct. Prompting them to sound the word out reinforces the alphabetic principle and helps build the student's independence and confidence in their ability to tackle unfamiliar text using systematic phonics strategies.

98. (C) Allowing students to show understanding by writing answers, drawing circles, or explaining concepts orally.
Providing multiple means of action and expression is a core principle of Universal Design for Learning. For students with dyscalculia, this means offering various ways to demonstrate their understanding of concepts like fractions. Instead of relying solely on written exams, a teacher might allow students to draw diagrams, use manipulatives, or explain their reasoning orally. This flexibility ensures that the student's mathematical knowledge is accurately assessed despite their computational or writing challenges.

99. (B) ADHD inattentiveness stems from executive deficits, while anxiety inattentiveness is driven by worry and internal distraction.
While both ADHD and childhood anxiety can present as inattentiveness in the classroom, their underlying causes are different. In ADHD, difficulty focusing is primarily due to neurological deficits in executive functions and behavioral inhibition. In contrast, inattentiveness in an anxious child is typically driven by internal distraction, such as persistent worry or fear. Distinguishing between these two drivers is essential for providing the correct behavioral and psychological support for the student.

100. (D) Ensuring inclusive education at all levels with necessary support and reasonable accommodations in general schools.
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities mandates that state parties ensure an inclusive education system for all. This requires providing necessary support and reasonable accommodations within general school settings to facilitate the effective education of students with disabilities. By promoting inclusive practices, the convention aims to ensure that all individuals have equal access to learning and can fully participate in their communities and society.

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(B) Implement systematic prompting with visual cues for numerical sequencing.
(C) Recommend immediate placement in a highly repetitive physical assembly job.
(D) Terminate vocational services and refer the trainee back to academics.

15. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Standardized paper-and-pencil aptitude tests are often invalid for individuals with severe expressive language and motor coordination difficulties.
Reason (R): These tests heavily confound a candidate's actual cognitive capability with their motor output speed and verbal expressive capacity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. The Career Ability Placement Survey (CAPS) is designed to measure:
(A) Adaptive behavior levels in semi-independent group homes.
(B) Clinical neurological deficits in the cerebellar regions.
(C) Aptitudes and abilities across key occupational areas.
(D) Levels of compliance with prescribed medical regimens.

17. The NIMH-Vocational Assessment Programming System (NIMH-VAPS) developed in India categorizes vocational training into which of the following stages?
(A) Segregated craft, sheltered employment, and pension support.
(B) Diagnosis, medication, physical therapy, and permanent discharge.
(C) Elementary play, secondary schooling, college graduation, and administrative placement.
(D) Work preparation, work training, work employment, and follow-up.

18. Which of the following is an essential component of "work readiness" assessed during the initial stage of vocational rehabilitation?
(A) Proficiency in writing complex and advanced software algorithms.
(B) Possession of a valid commercial or public transport license.
(C) Ability to self-regulate behavior and sustain physical effort.
(D) Comprehensive mastery of classic secondary school literature.

19. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Situational assessment allows for a dynamic evaluation of a trainee's work behavior in real or simulated environments.
Reason (R): Standardized psychometric tools fail to capture unpredictable social interactions and environmental stressors of a workplace.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

20. An educator wants to assess the physical work capacity of a trainee with a locomotor disability for a prospective packing job. Which of the following parameters must be evaluated systematically?
(A) Vocabulary and verbal articulation capability.
(B) Performance levels on abstract reasoning tasks.
(C) Retention of complex historical scientific facts.
(D) Range of motion, manual dexterity, and reach.

21. Consider the following steps involved in conducting a comprehensive vocational assessment of an individual with a disability:
I. Conducting a clinical interview and intake history.
II. Administering standardized and situational vocational tools.
III. Analyzing job environment demands through an ecological inventory.
IV. Synthesizing data into an Individualized Vocational Profile (IVP).
V. Placing the client in a competitive job without post-placement support.
Which of the following represents the correct sequence of steps to ensure a person-centered, valid vocational planning process?
(A) I → II → III → IV

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(B) I → III → II → V
(C) II → I → III → V
(D) IV → I → II → III

22. "Work Hardening" refers to which of the following vocational rehabilitation processes?
(A) Toughening the skin of a trainee's hands to prevent painful blistering during labor.
(B) Increasing the difficulty of vocational tests to screen out low-performing candidates.
(C) A structured program helping workers rebuild physical and mental stamina to return to work.
(D) Enforcing strict disciplinary protocols and physical interventions in the workshop.

23. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): The use of the Minnesota Rate of Manipulation Test (MRMT) is highly relevant for assessing physical work capacity in assembly-line jobs.
Reason (R): It measures speed and dexterity in gross motor hand-eye coordination during simple manual tasks.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

24. Which of the following terms refers to the degree of alignment between an individual's vocational choices, knowledge of work environments, and their actual level of developmental readiness?
(A) Vocational stereotyping
(B) Occupational regression
(C) Career alienation
(D) Vocational maturity

25. Consider the following skills:
I. Reading pictorial safety manuals.
II. Asking a supervisor for clarification on a task.
III. Developing custom software in C++.
Which of the skills listed above are considered "transferable work skills" that can be taught in a generalized pre-vocational curriculum for students with mild intellectual disabilities?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

26. Under the Ministry of Labour and Employment, Government of India, what is the primary objective of the National Career Service Centres for Differently Abled (formerly known as Vocational Rehabilitation Centres or VRCs)?
(A) To provide corrective medical surgeries and clinical therapies to school children.
(B) To distribute assistive devices and digital computers to all school-aged students.
(C) To evaluate work potential, provide skill training, and facilitate job placement.
(D) To issue official disability credentials and permanent pensions to senior citizens.

27. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Interest inventories that rely solely on text descriptions often lead to invalid results when administered to individuals with severe learning disabilities.
Reason (R): Reading difficulties can impede comprehension of the job roles being presented, leading to responses based on guesswork rather than genuine interest.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. A special educator is designing a vocational assessment for a non-verbal trainee with cerebral palsy. The trainee has limited fine motor control but excellent head-movement control. Which of the following adaptations is most appropriate during assessment?
(A) Using eye-gaze or switch-adapted computer programs for assessment.
(B) Requiring the trainee to complete standard manual pegboard tasks.
(C) Declaring the trainee entirely ineligible for vocational programs.
(D) Administering a standard written IQ test to select their career.

29. Sunita is a 20-year-old with low vision who wants to work in an office administration role. She is currently undergoing a vocational assessment. The special educator evaluates her efficiency in typing and document sorting. Sunita performs

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slowly and complains of frequent headaches when reading standard font prints on a flat monitor. Which of the following is the most appropriate next step for the evaluator?
(A) Advise her to change career paths to manual tasks that require no reading or screens.
(B) Assess her potential using assistive tech like screen magnifiers and high-contrast screens.
(C) Stop the vocational assessment and refer her to an eye doctor for medical updates.
(D) Instruct her to practice typing on standard monitors daily to build physical stamina.

30. Pre-vocational curriculum for students with Intellectual Disability must prioritize which of the following areas to ensure smooth integration into community-based vocational training?
(A) Advanced mathematical calculations and geometric proofs.
(B) Functional academics, money management, and social behaviors.
(C) Systematic rote memorization of classical literature text.
(D) Specialized chemical laboratory work and metallurgy tasks.

31. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): For individuals with developmental disabilities, vocational assessment must be an ongoing, dynamic process rather than a single, one-time test event.
Reason (R): An individual's skills, stamina, interests, and adaptation capacities change over time in response to systematic training and environmental modifications.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. Which of the following tests is classified as a standardized instrument for measuring manual dexterity and motor speed, commonly used in vocational rehabilitation settings to predict success in packaging and assembly tasks?
(A) Thematic Apperception Personality Test
(B) Rorschach Projective Inkblot Test
(C) Crawford Small Parts Dexterity Test
(D) Raven's Standard Progressive Matrices

33. Consider the following individuals who may be involved in planning the vocational transition of an adolescent with a severe orthopedic impairment and mild intellectual disability:
I. The student with the disability
II. The special education teacher and vocational counselor
III. The general education teacher and the student's parents
IV. A representative from the local community vocational rehabilitation agency
Which of the individuals listed above are essential members of this transition planning team?
(A) I and II only
(B) II, III, and IV only
(C) I, II, and III only
(D) I, II, III, and IV

34. In transition planning, "Transition Services" refer to a coordinated set of activities for a student with a disability that are:
(A) Purely academic activities designed to keep the student in special education classes indefinitely.
(B) Medical and clinical therapies aimed at curing the student's primary physical limitations.
(C) A results-oriented process improving student achievement to ease school-to-work transitions.
(D) Human resource evaluations administered by prospective employers prior to recruitment.

35. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Individualized Transition Planning (ITP) must incorporate age-appropriate transition assessments as a mandatory foundation.
Reason (R): These assessments provide objective baseline data regarding the student's interests, preferences, strengths, and needs across post-secondary education, employment, and independent living.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. At what age must the Individualized Transition Plan (ITP) transition goals be active and

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documented in a student's Individualized Education Program (IEP)?
(A) By the age of 14 to 16 years
(B) By the age of 21 to 25 years
(C) After the student completes their graduation degree
(D) Immediately upon entry into pre-primary nursery programs

37. A transition planning team is drafting post-secondary goals for Amit, an 18-year-old student with moderate autism. Which of the following goals is framed in a measurable, transition-appropriate format?
(A) Amit will work part-time in a library with a job coach after graduation.
(B) Amit will participate in daily recreational tasks to feel happier.
(C) Amit will eliminate all autistic symptoms and speak fluently in public.
(D) Amit will secure a high-paying corporate office job with no support.

38. "Community-Based Instruction" (CBI) is a critical transition training methodology. Which of the following best describes this approach?
(A) Requiring local community members to deliver guest lectures inside special schools.
(B) Placements in isolated residential centers located far from any commercial zones.
(C) Teaching functional and vocational skills in real-world community settings.
(D) Providing web-based correspondence instruction regarding community-based leadership.

39. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Self-determination is a key predictor of positive post-school vocational outcomes for youth with disabilities.
Reason (R): Self-determined individuals are better equipped to make choices, set goals, and advocate for themselves in the workplace.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. According to the Self-Determination Theory applied to the vocational transition of students with special needs, which three basic psychological needs must be nurtured?
(A) Affiliation, Wealth, and Authority
(B) Obedience, Compliance, and Conformance
(C) Independence, Isolation, and Supremacy
(D) Autonomy, Competence, and Relatedness

41. A special educator is training a group of high school seniors with learning disabilities in "self-advocacy" skills. Which of the following behaviors demonstrates successful acquisition of this skill?
(A) The student reads silently and avoids asking for assistance when confused.
(B) The student clearly explains their required accommodations to an admissions officer.
(C) The student relies entirely on parental figures during transition meetings.
(D) The student demands that all class tests be canceled for their convenience.

42. The "Ecological Curriculum Model" for students with severe disabilities emphasizes which of the following curriculum design principles?
(A) Curriculum must mirror standard academic college programs to ensure social equality.
(B) Curriculum should be modified frequently in response to local political dynamics.
(C) Curriculum is built around the functional demands of present and future environments.
(D) Curriculum should focus solely on specialized sensory tasks inside clinical offices.

43. Which of the following tasks belongs to the "Functional Academics" domain in a transition curriculum designed for an adolescent with a moderate intellectual disability?
(A) Solving complex multi-variable quadratic equations.
(B) Memorizing atomic symbols of the chemical periodic table.
(C) Analyzing classical poetic sonnets for structural metaphors.
(D) Calculating correct monetary change during grocery shopping.

44. A special educator is preparing a step-by-step breakdown of the task "photocopying a document" for a trainee with intellectual disability. This clinical pedagogical tool is known as:
(A) Task analysis
(B) Ecological profiling
(C) Standardized scaling

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(D) Behavior modification inventory

45. Consider the following assessment tools:
I. Enderle-Severson Transition Rating Scales (ESTR)
II. Transition Planning Inventory (TPI)
III. Wechsler Intelligence Scale for Children (WISC)
Which of the tools listed above are specifically designed as transition assessment instruments to identify a student's post-school needs and goals?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

46. The concept of "Supported Transition" refers to:
(A) Transferring a student between special schools using specialized medical transportation.
(B) A collaborative school-to-work planning process involving families and community agencies.
(C) Funding post-school adult life through permanent financial welfare without job goals.
(D) Securing higher education admissions through the use of academic proxy test-takers.

47. Which of the following is a primary difference between "Job Shadowing" and a "Job Internship" in a transition curriculum?
(A) Shadowing is short-term and purely observational, while internships are hands-on and longer.
(B) Shadowing involves long-term responsibilities, while internships are single-day visits.
(C) Shadowing is standard paid employment, while internships are strictly voluntary roles.
(D) Shadowing requires no management approval, while internships are formal legal contracts.

48. During an Individualized Transition Plan (ITP) meeting, the parents of an 18-year-old with moderate intellectual disability express deep anxiety about their child travelling independently to a local community workspace. What is the most appropriate response from the special educator?
(A) Tell parents to ignore their fears since independent travel is a standard rule.
(B) Cancel the community placement and return the student to home-bound programs.
(C) Implement a travel training program with systematic, fading educator support.
(D) Advise the parents to hire a permanent private driver using their own funds.

49. Harish is a 17-year-old student with Autism Spectrum Disorder (ASD). He exhibits high proficiency in structural categorization, exceptional attention to detail, but experiences extreme anxiety in noisy environments with high social interactions. The transition team is planning his vocational curriculum. Which of the following transition goals and curricular placements is most appropriate for Harish?
(A) Placing him in high-volume retail cashier roles to force social skill development.
(B) Recommending immediate permanent medical retirement based on anxiety limitations.
(C) Enrolling him in intensive public speaking programs to address social avoidance.
(D) Transitioning to data archiving or inventory work in a quiet, structured environment.

50. Under the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 (India), which scheme provides vocational training and micro-enterprise development opportunities for adults with these specific developmental disabilities?
(A) The Niramaya Health Insurance Scheme
(B) The Swavlamban Health Card Scheme
(C) The Vikaas Day Care Scheme (including vocational training)
(D) The Gyan Prabha Scholarship Scheme

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51. In transition planning, "Quality of Life" (QoL) as an outcome is measured across several core domains. Which of the following constitutes a critical QoL domain?
(A) Biological and genetic potential of the individual.
(B) Emotional, interpersonal, and material well-being.
(C) Financial prosperity and wealth relative to peers.
(D) Academic achievements measured by school test scores.

52. Which of the following methods of Person-Centered Planning (PCP) focuses on creating a visual map of the individual's future, highlighting their "dreams" and "nightmares", and is widely used during transition planning?

attitudes, and stamina for employment.
(D) Offering long-term cash pensions to employees who fail to adapt to workplaces.

83. The international paradigm shift from "Deinstitutionalization" to "Community-Based Vocational Rehabilitation" (CBVR) is grounded on which of the following principles?
(A) Housing individuals in large, isolated psychiatric settings or public institutions.
(B) Rehabilitation in the natural environment, maximizing local resources and inclusion.
(C) Establishing separate, fenced business zones where disabled employees work in isolation.
(D) Privatizing vocational training services to ensure high service quality and cost.

84. In the vocational rehabilitation of women with disabilities, "double disadvantage" or "intersectionality" refers to:
(A) Presenting with two distinct major physical or sensory impairments at once.
(B) Receiving double monthly pension payouts from state and federal agencies.
(C) Requiring twice the amount of standard workplace ergonomic adjustments.
(D) Compounding barriers of gender bias and disability stigma in employment.

85. A vocational instructor is task-analyzing a book-shelving job in a library for a student with low vision. Which of the following adaptations in the task analysis is most beneficial?
(A) Using color-coded shelf guides and large-print, high-contrast labels.
(B) Removing library labels and requiring memory recall of all book covers.
(C) Demanding that the trainee work exclusively in dark or low-lit rooms.
(D) Replacing manual book movement with abstract theoretical homework tasks.

86. What is "Job Carving" in the context of customizing employment for a person with a significant disability?
(A) Dismissing non-disabled employees to construct vacant positions for disabled candidates.
(B) Manufacturing customized physical wooden chairs and desks for workplace integration.
(C) Reorganizing existing job duties to match a candidate's specific strengths in a niche role.
(D) Compelling an hourly worker to complete unpaid overtime tasks without compensation.

87. In supported employment, the "Enclave Model" is characterized by:
(A) A small group working together within a host business under job coach supervision.
(B) An individual working completely alone in a corporate office using remote support.
(C) A traditional segregated facility located in rural areas far from urban centers.
(D) An isolated home-based online telecommuting arrangement with zero peer contact.

88. Under the International Labour Organization (ILO) Convention No. 159 (Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983), member states are obligated to:
(A) Construct segregated factories specifically reserved for workers with severe impairments.
(B) Mandate free equity ownership shares in corporate businesses to all disabled citizens.
(C) Issue permanent financial pensions to all disabled adults to prevent workplace entry.
(D) Formulate national policies on vocational rehabilitation based on equal opportunities.

89. Seema is a 20-year-old with profound hearing loss and mild cerebral palsy (affecting gait and balance). She has excellent computer graphics skills. The transition team is planning her job placement. Which of the following placements represents the most inclusive and appropriate vocational outcome for Seema?
(A) Placing her in a traditional segregated workshop to complete craft tasks like rug weaving.
(B) Placing her as a remote designer with visual tools and home workspace adjustments.
(C) Refusing any placement options because her physical gait issues compromise office safety.
(D) Selecting field sales roles that require extensive traveling via public transit networks.

90. A trainee with an intellectual disability working on an assembly line gets easily overwhelmed by sudden high-decibel machine alarms, resulting in severe hand tremors and task interruption. Which of the following accommodations is most appropriate?
(A) Banning the trainee entirely from accessing standard assembly floor locations.
(B) Disabling auditory emergency alarms across the entire factory facility floor.
(C) Installing flashing visual indicators and

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employment.

60. "Customized Employment" is a highly flexible process of placing individuals with significant disabilities. It is primarily characterized by:
(A) Personalizing a job description to match both candidate skills and employer operational needs.
(B) Compelling businesses to hire candidates regardless of actual workplace productivity needs.
(C) Requiring trainees to wear specialized adaptive clothing manufactured by segregated special schools.
(D) Disbursing double standard wage packages to workers financed entirely by government relief grants.

61. Consider the following stages in the Supported Employment model (using the Place-Train approach):
I. Job development and marketing.
II. Client profile assessment.
III. Job matching and job placement.
IV. Job site training (Job coaching) and systematic instruction.
V. Long-term follow-up and fading.
Which of the following represents the correct sequential order of these stages?
(A) II → I → III → IV → V
(B) I → II → III → IV → V
(C) II → III → I → IV → V
(D) III → II → I → V → IV

62. During job-site training, a job coach is training an adult with moderate intellectual disability to clean tables in a cafeteria. The job coach initially provides physical guidance, then verbal prompts, and finally gestural prompts. What is this clinical technique called?
(A) Classical Pavlovian Conditioning
(B) Most-to-Least Prompting Strategy
(C) Sensory Integration Therapy
(D) Flooding and Extinction

63. In the context of supported employment, "Natural Supports" refer to:
(A) Assistance provided to the employee by supervisors and coworkers in the workplace.
(B) Ergonomic workplace tools and physical structural modifications funded by the state.
(C) Organic dietary plans and medical health supplements delivered directly to the employee.
(D) Commuting assistance from close family members who transport the worker to the job site.

64. A comprehensive "Job Analysis" involves evaluating which of the following elements of a prospective workplace?
(A) The annual financial profit margins, fiscal budgets, and stock value of the enterprise.
(B) The political affiliation, ideological leanings, and voting trends of executive boards.
(C) The physical layout, specific work tasks, and cognitive or social demands of the job.
(D) The clinical psychiatric background, medical records, and history of the general manager.

65. Under Section 34 of the Rights of Persons with Disabilities (RPWD) Act, 2016 (India), what is the mandatory reservation percentage for persons with benchmark disabilities in Government establishments?
(A) Not less than 1 percent
(B) Not less than 3 percent
(C) Not less than 4 percent
(D) Not less than 5 percent

66. A special educator is assisting a hearing-impaired employee placed in a corporate office environment. Which of the following modifications is a "reasonable accommodation" to facilitate effective communication during staff meetings?
(A) Asking the employee to sit in a separate room and read minutes after meetings.
(B) Suggesting the employer excuse the employee from attending any team briefings.
(C) Providing a sign language interpreter or real-time captioning during meetings.
(D) Requesting all staff members to learn fluent sign language within one single week.

67. The "Train-Place" model in vocational rehabilitation has been heavily criticized compared to the "Place-Train" model. What is the primary reason for this criticism?
(A) Train-Place models exhaust local funding reserves on unnecessary community placements.
(B) Disabled individuals struggle to generalize school-learned skills to actual workplaces.
(C) Train-Place instructional systems provide no aerobic physical training for candidates.
(D) Place-Train systems require candidates to hold standard academic college degrees first.

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(A) Woodcock-Johnson III Battery
(B) Stanford-Binet Intelligence Test
(C) Myers-Briggs Type Indicator (MBTI)
(D) Making Action Plans (MAPS)

53. Consider the following components:
I. Measurable post-secondary goals.
II. Specific transition services needed to assist the student in reaching those goals.
III. Courses of study that support the transition goals.
IV. Clinical drug prescription schedules for neurological management.
Which of the components listed above are mandatory parts of an Individualized Transition Plan (ITP) for a student with special needs?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

54. A student with severe cerebral palsy (affecting motor coordination in hands) is transitioning to a vocational setup involving data entry. Which of the following curriculum modifications represents a "reasonable accommodation" rather than a modification of performance standards?
(A) Assigning classmates to complete all writing and typing tasks.
(B) Excusing the student from typing work and grading them on theory.
(C) Providing keyboard keyguards and trackball mice to prevent typos.
(D) Requiring standard speed typing using alternative physical inputs.

55. Pre-vocational work behaviors are classified into several critical sub-domains. Which of the following behaviors falls under the "interpersonal work behaviors" category?
(A) Accepting supervisor feedback without negative reactions.
(B) Sorting industrial tools systematically according to size.
(C) Standing at the workstation for several continuous hours.
(D) Reading and identifying written safety signs on workspace walls.

56. The Deendayal Disabled Rehabilitation Scheme (DDRS) by the Ministry of Social Justice and Empowerment, Government of India, provides financial assistance to Non-Governmental Organizations (NGOs) primarily for:
(A) Organizing international sports tournaments and athletic competitions for disabled youth.
(B) Distributing monthly financial pensions directly to families of severely disabled children.
(C) Funding experimental clinical genetics research within private national medical laboratories.
(D) Running specialized schools, half-way homes, and vocational training centers for PwDs.

57. A special educator is preparing an environmental inventory of a local supermarket. What is the main objective of this inventory in the context of transition curriculum development?
(A) To inspect supermarket tax compliance, financial transactions, and general auditing.
(B) To identify workplace tasks and communication demands to teach them in transition programs.
(C) To evaluate nutritional quality and expiration dates of physical items in the store.
(D) To prepare comprehensive demographic and analytical reports of the local customer base.

58. A "Sheltered Workshop" is traditionally defined as a vocational facility that:
(A) Integrates disabled workers directly into competitive jobs alongside peers with equal pay.
(B) Offers highly specialized technical development programs for senior corporate business executives.
(C) Provides a segregated, protective environment where disabled individuals work for sub-minimum wages.
(D) Focuses entirely on providing therapeutic interventions and formal clinical diagnostic services.

59. Which of the following is a primary characteristic of the "Supported Employment" model for individuals with significant disabilities?
(A) Training completed in segregated classrooms with zero post-placement support or field assistance.
(B) Placing disabled individuals in non-competitive, segregated work workshops for their entire lives.
(C) Transitioning candidates exclusively into voluntary, unpaid, home-bound leisure activities.
(D) Placement in integrated jobs with ongoing supports like job coaches to maintain

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donations with zero product or service sales.
(B) A corporate multinational business that recruits exclusively high-performing graduates.
(C) A localized trade co-operative that operates strictly on exchanging goods without money.
(D) A business aiming for both financial sustainability and employing disabled individuals.

76. During vocational instruction, a teacher uses "Classroom Simulation" to teach a student with intellectual disability how to handle money as a cashier. However, when placed in the local store, the student fails to perform. This failure in performance represents a deficit in which of the following learning stages?
(A) Generalization
(B) Acquisition
(C) Fluency
(D) Maintenance

77. Which of the following systems is a standardized job analysis tool developed by the US Department of Labor, widely adapted in international vocational rehabilitation, which describes occupations in terms of worker requirements, experience, and job characteristics?
(A) DSM-5 (Diagnostic and Statistical Manual)
(B) ONET (Occupational Information Network)
(C) ICD-11 (International Classification of Diseases)
(D) NIMHANS Battery of Tests

78. In a supported employment program, what is the primary role of the "Job Coach" (Employment Specialist) once a client is placed?
(A) To complete the job tasks on behalf of the candidate indefinitely while they rest.
(B) To train the client on-site, build natural supports, and fade out as independence grows.
(C) To serve as an official labor union representative and organize corporate strikes.
(D) To oversee the company's daily administrative accounts and bookkeeping ledgers.

79. A visually impaired individual is being rehabilitated for a customer support desk. Which of the following assistive technology devices is highly essential for this specific job placement?
(A) Screen readers and refreshable Braille displays.
(B) Vibrating tactile bone-conduction headphones.
(C) Voice-activated workplace climate control units.
(D) Customized foot-pedal keys for keyboard entry.

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80. An employee with Autism Spectrum Disorder (ASD) has been placed in a computer assembly unit. He repeatedly interrupts coworkers during their tasks to talk about his special interest (train routes), creating minor social tension. Which of the following interventions by the job coach is most appropriate?
(A) Advise the company supervisor to terminate the worker for social misconduct.
(B) Instruct the employee directly that their conversational behavior is unprofessional.
(C) Create a social story and use visual cues designating work and talk times.
(D) Place the worker in an isolated backroom environment to work in complete solitude.

81. Consider the following statements regarding the application of Universal Design for Learning (UDL) principles in workplace vocational training for trainees with diverse needs:
I. Training manuals are provided in multiple formats (e.g., print, audio, and video).
II. Trainees can demonstrate their competence through practical demonstrations, verbal explanations, or written checklists.
III. Flexible workspaces are designed with adjustable desk heights and low-sensory options.
IV. Information is presented in high-contrast visual formats with optional screen reader compatibility.
V. All training is strictly delivered through oral lectures only to maintain standardization.
Which of the statements given above represent correct applications of UDL?
(A) I, II, III, and IV only
(B) I, II, and V only
(C) II, III, and V only
(D) I, III, IV, and V only

82. "Work Adjustment Training" (WAT) in vocational rehabilitation primarily focuses on:
(A) Teaching highly advanced computer coding languages and database structures.
(B) Restructuring mechanical factory machinery to match every individual user.
(C) Developing non-cognitive work behaviors,

68. "Ergonomic adaptation" in the workplace for a wheel-chair-bound employee with locomotor disability would most appropriately include:
(A) Providing high-intensity overhead lighting fixtures to improve general visual clarity.
(B) Installing vibrating tactile alarm clocks directly onto the worker's computer desk.
(C) Translating all standard company operational manuals into certified tactile Braille.
(D) Modifying table heights, ensuring ramp access, and arranging optimal reach zones.

69. Suresh is a 21-year-old adult with a moderate intellectual disability. He is placed as an assistant storekeeper under a supported employment program. During the first week, he struggles to remember the sequence of scanning barcodes and matching them with physical inventory lists, resulting in errors. The job coach wants to implement an effective instructional intervention. Which of the following is the most appropriate strategy for the job coach?
(A) Create a pictorial checklist of the scanning steps combined with backward chaining.
(B) Request the store manager transfer him to manual loading tasks with no cognitive demands.
(C) Advise him to memorize the complex textbook instruction manuals at home over the weekend.
(D) Recommend that the store supervisor suspend the worker until his cognitive memory improves.

70. What is the primary objective of the National Handicapped Finance and Development Corporation (NHFDC) in India?
(A) To distribute free clinical medications directly to families of disabled children.
(B) To draft comprehensive legislation regarding disability inclusion in national parliament.
(C) To provide concessional loans for self-employment ventures and vocational education.
(D) To establish and operate specialized schools for children with severe visual impairments.

71. When comparing "Wage Employment" and "Self-Employment" outcomes for individuals with disabilities in rural India, which of the following is an advantage of self-employment?
(A) It offers flexible hours, eliminates commuting, and uses local cottage industries.
(B) It guarantees a stable corporate monthly salary alongside health insurance perks.
(C) It requires zero initial financial capital investment or forward business plans.
(D) It provides complete exemption from all municipal, state, and national taxation.

72. In a vocational training workshop, a trainee with epilepsy is being trained in basic culinary arts. Which of the following safety measures must be prioritized by the special educator?
(A) Prohibiting the trainee from entering food preparation zones or touching cooking knives.
(B) Restricting the trainee to adjacent classrooms while other classmates perform kitchen tasks.
(C) Requiring the trainee to take double dosages of prescriptive anti-seizure drug regimens.
(D) Ensuring supervision, using heat-insulated tools, and teaching seizure first-aid to peers.

73. Consider the following provisions:
I. Reservation of not less than 4% of vacancies in government establishments.
II. Formulation of an equal opportunity policy by every private establishment.
III. Provision of reasonable accommodation by employers to employees with disabilities.
IV. Mandatory provision of a free personal car to every disabled employee.
Which of the provisions listed above are legislated under the Rights of Persons with Disabilities (RPWD) Act, 2016 (India) concerning employment?
(A) I and II only
(B) II, III, and IV only
(C) I, II, and III only
(D) I, II, III, and IV

74. Which of the following international conventions explicitly protects the rights of persons with disabilities to work on an equal basis with others, including the right to the opportunity to gain a living by work freely chosen or accepted in a labor market?
(A) Article 23 of the UDHR
(B) The Geneva Convention
(C) Article 27 of the UNCRPD
(D) Kyoto Climate Protocol

75. A "Social Enterprise" or "Social Entrepreneurship" model in disability rehabilitation operates on which of the following core business models?
(A) A charitable NGO funded entirely by public

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providing noise-canceling headphones.
(D) Relocating the worker to outdoor sweeping tasks requiring no machinery contact.

91. The "Benchwork Model" of supported employment is characterized by:
(A) Individuals working as specialty carpenters inside commercial luxury construction companies.
(B) Distributing wooden seating structures to public parks as part of vocational programs.
(C) A traditional, theoretical lecturing style conducted strictly inside university walls.
(D) A small, non-profit business employing severely disabled individuals in structured tasks.

92. Which of the following instructional methodologies is considered evidence-based for teaching complex vocational tasks to students with moderate-to-severe intellectual disabilities?
(A) Systematic Instruction using task analysis, chaining, and structured prompting.
(B) Classroom-based lectures focusing entirely on abstract theoretical concepts.
(C) Open-ended discovery learning where candidates operate equipment without help.
(D) Reading written manuals repeatedly without receiving any practical instruction.

93. Under the Scheme for Implementation of Persons with Disabilities Act (SIPDA), the Government of India provides financial support for:
(A) Distributing personal motor vehicles to elite disabled athletes.
(B) Establishing barrier-free public facilities and vocational programs.
(C) Sponsoring international holiday trips for families of disabled kids.
(D) Building specialized clinical testing centers in urban major cities.

94. A young adult with a diagnosed psychiatric disability (generalized anxiety disorder) is transitioning to a retail job. The vocational counselor is discussing "disclosure of disability" with him. Which of the following is the most accurate advice regarding disclosure?
(A) Disclosure is legally compulsory for all psychiatric diagnoses prior to hire.
(B) The client can choose to disclose and focus only on needed accommodations.
(C) Disclosure must be avoided because accommodations are illegal in private firms.
(D) The candidate must outline their full clinical psychiatric records on resumes.

95. In rural vocational rehabilitation setups in India, establishing a "Micro-enterprise" (e.g., a small grocery shop or goat rearing unit) for an individual with an intellectual disability under family supervision is highly promoted because:
(A) It uses family supports, needs little capital, and bypasses hiring barriers.
(B) It requires zero physical labor or vocational efforts from disabled candidates.
(C) It is financed entirely by international charity foundations with no repayment.
(D) It excuses the worker and business from complying with local municipal laws.

96. A trainee with severe physical disability (quadriplegia) is being evaluated for a computer billing job. Which of the following inputs is most suitable to allow him to control the billing software independently?
(A) Standard computer keyboards and standard high-speed optical mice.
(B) Manual touch-screen monitors demanding repetitive hand sweeps.
(C) Switch-adapted systems, eye-gaze trackers, or voice-to-text tools.
(D) Traditional manual handwriting devices like Braille slates.

97. The National Career Service (NCS) portal in India has dedicated features for Job Seekers with Disabilities. Which of the following is a primary feature?
(A) It provides free clinical evaluations and official disability cards.
(B) It issues direct monthly welfare cash pensions to unregistered youth.
(C) It allocates academic proxy test-takers for civil service exams.
(D) It allows PwDs to register, search, and apply for matched vacancies.

98. An adolescent with severe physical and speech impairment utilizes a high-tech Augmentative and Alternative Communication (AAC) device. During his transition plan formulation, how should this device be integrated into his vocational goals?
(A) The device must remain stored in lockers, relying on physical nods only.
(B) The supervisor must communicate exclusively through the student's family.

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9. (B) Systematic workplace observation combined with NIMH-VAPS.
For an individual with moderate intellectual disability, assessment must focus on functional abilities in a real-world context. Systematic workplace observation identifies practical strengths and support needs, while the NIMH-Vocational Assessment Programming System provides a structured framework for Indian settings. Together, these methods yield actionable data for designing a personalized curriculum that addresses attention, instruction-following, and physical stamina requirements.

10. (C) To analyze job tasks and identify physical, social, and environmental demands.
Conducting an ecological inventory requires the vocational instructor to systematically analyze the prospective job site to identify all performance requirements. This includes evaluating physical layout, specific task sequences, social expectations, and environmental factors like noise or light. By understanding these demands, the instructor can better prepare the trainee and identify necessary workplace accommodations to ensure a successful job match.

11. (A) Both A and R are true and R is the correct explanation of A
Starting pre-vocational training during the primary years is essential for students with developmental disabilities to build foundational work-related behaviors. Early intervention focuses on basic skills like motor coordination, following multi-step directions, and completing tasks. These competencies serve as the necessary building blocks for more advanced vocational training and successful transition into the workforce during later adolescent and adult years.

12. (A) Neurological/neuropsychological development
The McCarron-Dial System is a comprehensive vocational evaluation tool that assesses five factor areas, with neurological and neuropsychological development being a core component. This area evaluates how brain-based functions impact motor control and sensory processing. By understanding these underlying factors, evaluators can better predict a trainee's ability to learn and perform complex vocational tasks in various employment settings.

13. (B) I, II, and III only
The NIMH-Vocational Assessment Programming System is designed to evaluate three critical domains for individuals with intellectual disabilities. These include personal-social skills, work-related academic skills like functional literacy and numeracy, and performance on specific vocational tasks. By assessing these areas, the tool provides a comprehensive profile that helps educators design targeted training programs to facilitate successful community-based employment and integration.

14. (B) Implement systematic prompting with visual cues for numerical sequencing.
Vocational assessment should lead directly to instructional interventions that address specific performance gaps. Since the trainee shows strength in color sorting but struggles with numbers, the educator should use visual prompts and systematic instruction to teach the required numerical skills. This approach focuses on building the trainee's capacity through evidence-based supports rather than prematurely limiting their potential career choices.

15. (A) Both A and R are true and R is the correct explanation of A
Standardized paper-and-pencil tests often yield invalid results for individuals with severe motor or language impairments because the format itself presents an insurmountable barrier. These assessments frequently confuse a person's actual cognitive potential with their ability to write quickly or speak fluently. This confounding of variables results in an inaccurate assessment that underestimates the true vocational capabilities of the individual.

16. (C) Aptitudes and abilities across key occupational areas.
The Career Ability Placement Survey is a comprehensive tool used to measure an individual's aptitudes in relation to various occupational requirements. By assessing abilities in areas such as mechanical reasoning, spatial relations, and language usage, it helps identify the career paths where a person is most likely to succeed. This information is vital for informed vocational guidance and career planning.

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ANSWERS

1. (D) A continuous and coordinated process involving vocational guidance, training, and selective placement.
Vocational rehabilitation is defined as a coordinated process that integrates guidance, skill training, and selective placement to enable individuals with disabilities to secure and retain employment. It moves beyond clinical interventions or simple financial support by focusing on the active inclusion of individuals into the labor market through continuous, person-centered vocational services and individualized support.

2. (C) Punctuality and maintaining workplace hygiene.
Generic work habits are foundational soft skills applicable across diverse occupational settings, including time management, grooming, and social etiquette. In contrast, specific vocational skills are technical abilities required for a particular job, such as operating specialized machinery. Developing these general habits is a primary focus of pre-vocational training to ensure overall employability and successful workplace integration.

3. (A) Both A and R are true and R is the correct explanation of A
Work Sample Systems are highly effective because they utilize actual or simulated job tasks to evaluate a trainee's functional capacity. By observing performance on physical activities, evaluators can assess vocational potential without the confounding variables of reading level or verbal fluency. This approach provides a realistic representation of how an individual will perform in competitive work environments.

4. (D) Methods-Time Measurement standards based on industrial work rates.
The VALPAR system utilizes Methods-Time Measurement standards to provide an objective benchmark for evaluating client performance. These standards are based on industrial work rates, allowing evaluators to compare a trainee's speed and efficiency against established professional norms. This methodology ensures that the assessment results are relevant to the actual productivity requirements found in competitive industrial employment settings.

5. (A) I and II only
The Jewish Employment and Vocational Service system uses twenty-eight distinct work samples to evaluate a wide range of worker traits and abilities. These samples are specifically aligned with categories found in the Dictionary of Occupational Titles to ensure vocational relevance. Unlike paper-and-pencil tests, this system requires physical manipulation of tools and materials to assess practical vocational performance accurately.

6. (C) Situational assessment.
Situational assessment involves observing and evaluating an individual's work-related behaviors, social interactions, and task performance within a real or simulated work environment over a specific period. This method allows evaluators to see how environmental stressors and social dynamics affect the trainee. It provides practical data that standardized tests cannot capture, making it essential for personalized vocational planning and support.

7. (A) Both A and R are true and R is the correct explanation of A
Ecological assessment is superior for individuals with significant disabilities because it focuses on the dynamic interaction between the person and their environment. Rather than measuring abstract traits, it evaluates how a trainee's current skills meet the specific demands of a real-world workplace. This provides a more accurate prediction of success and identifies the exact accommodations needed for employment.

8. (D) VALPAR Component Work Samples
The VALPAR system is specifically designed to assess cognitive, motor, and sensory-perception abilities through a modular approach. Each component can be customized to mirror actual industrial demands, providing a comprehensive profile of a trainee's functional work capacity. Its reliance on industrial standards makes it a highly valid tool for predicting performance in various technical and manual occupational roles.

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advanced technical skills like programming are specific to certain roles and not considered general transferable skills.

26. (C) To evaluate work potential, provide skill training, and facilitate job placement.
National Career Service Centres for Differently Abled are established to empower persons with disabilities through comprehensive vocational services. Their primary objectives include assessing an individual's work potential, providing relevant skill training, and facilitating placement in suitable jobs. By offering these coordinated services, the centres help individuals with disabilities achieve economic independence and successful integration into the national workforce and broader community.

27. (A) Both A and R are true and R is the correct explanation of A
Interest inventories that rely heavily on text can produce invalid results for individuals with learning disabilities due to comprehension barriers. If a trainee cannot read or understand the job descriptions, their answers may be based on guesswork rather than true preferences. This highlights the need for alternative assessment formats, such as pictorial or video-based inventories, to ensure accurate career guidance.

28. (A) Using eye-gaze or switch-adapted computer programs for assessment.
For a trainee with limited fine motor control but good head movement, vocational assessment must be adapted to use their strengths. Eye-gaze technology or switch-adapted software allows the individual to respond to assessment items without relying on manual dexterity. These accommodations provide a fair and accurate measure of the person's cognitive and vocational potential, ensuring they are not unfairly excluded from programs.

29. (B) Assess her potential using assistive tech like screen magnifiers and high-contrast screens.
When a trainee with low vision struggles with standard office tasks, the evaluator must first introduce appropriate assistive technology. Tools like screen magnifiers and high-contrast displays can significantly reduce physical strain and improve efficiency. Assessing the individual's performance with these supports is a critical step in determining their true vocational potential and identifying the accommodations necessary for a successful administrative career.

30. (B) Functional academics, money management, and social behaviors.
A pre-vocational curriculum for students with intellectual disabilities should prioritize functional skills that lead to community integration. Focus areas like money management, functional literacy, and appropriate social behaviors are essential for navigating daily life and workplace demands. By mastering these competencies, students are better prepared for the transition to vocational training and eventual employment, enhancing their independence and overall quality of life.

31. (A) Both A and R are true and R is the correct explanation of A
Vocational assessment for individuals with developmental disabilities must be an ongoing process because skills and interests are not static. Through systematic training and environmental modifications, a trainee's capacity to perform tasks and sustain effort can improve significantly over time. Continuous assessment allows educators to adjust goals and supports, ensuring that the vocational plan remains relevant to the individual's evolving abilities and needs.

32. (C) Crawford Small Parts Dexterity Test
The Crawford Small Parts Dexterity Test is a standardized measure of fine motor speed and coordination involving the use of small tools. It is commonly used in vocational rehabilitation to predict success in jobs that require precise manual manipulation, such as electronics assembly or packaging. The test provides objective data on a trainee's ability to handle small components, which is critical for many industrial roles.

33. (D) I, II, III, and IV
Effective transition planning requires a multidisciplinary team approach involving the student, their family, and various professionals. The student's participation ensures person-centered goals, while parents provide essential background and support. Educators and vocational counselors offer expertise in skill development, and community agency representatives facilitate access to post-school services. This collaboration ensures a comprehensive plan that addresses all aspects of the student's future.

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17. (D) Work preparation, work training, work employment, and follow-up.
The NIMH-Vocational Assessment Programming System outlines a structured progression for vocational rehabilitation in India. It begins with work preparation to build foundational habits, followed by specific work training for job skills. Once the individual is placed in employment, the final stage involves long-term follow-up to ensure job retention. This systematic approach ensures that trainees receive continuous support throughout their career.

18. (C) Ability to self-regulate behavior and sustain physical effort.
Work readiness is the foundation of vocational success, focusing on the essential behaviors and physical stamina required to hold any job. This includes the ability to regulate emotions, follow a schedule, and maintain the energy levels necessary for a full workday. These core competencies are prioritized during the initial stages of vocational rehabilitation to ensure the trainee can sustain long-term employment.

19. (A) Both A and R are true and R is the correct explanation of A
Situational assessment provides a dynamic and realistic evaluation of a trainee's capabilities by placing them in actual work environments. Standardized psychometric tools often fail to account for the unpredictable social and environmental stressors that define a workplace. By observing behavior in situ, evaluators can gain a comprehensive understanding of how an individual interacts with coworkers and handles real job demands.

20. (D) Range of motion, manual dexterity, and reach.
Assessing the physical work capacity of a trainee with a locomotor disability requires evaluating specific motor functions relevant to the job tasks. For a packing role, it is essential to measure the individual's range of motion, manual dexterity, and ability to reach different areas. These physical parameters determine the person's ability to perform the job safely and efficiently with or without accommodations.

21. (A) I → II → III → IV
A person-centered vocational assessment begins with an intake interview to understand the client's history. This is followed by administering standardized and situational tools to measure abilities. Next, an ecological inventory analyzes the demands of potential work environments. Finally, all data is synthesized into an Individualized Vocational Profile to guide planning. This logical sequence ensures that the resulting plan is comprehensive and valid.

22. (C) A structured program helping workers rebuild physical and mental stamina to return to work.
Work hardening is a highly structured, multidisciplinary intervention designed to help individuals who have experienced injury or illness regain the physical and mental stamina needed for employment. The program uses real or simulated work activities in a graded manner to build strength, endurance, and confidence. The ultimate goal is to facilitate a safe and sustainable return to the individual's previous occupational roles.

23. (A) Both A and R are true and R is the correct explanation of A
The Minnesota Rate of Manipulation Test is a standardized instrument used to measure gross motor coordination and manual dexterity. It is highly relevant for assembly-line jobs because it evaluates the speed and accuracy with which an individual can move and place objects. The test provides objective data on hand-eye coordination, which is a critical predictor of success in various manual labor occupations.

24. (D) Vocational maturity
Vocational maturity refers to the degree to which an individual's career choices and knowledge of the work world align with their developmental stage. It encompasses the ability to make informed decisions based on a realistic understanding of personal strengths and the demands of different occupations. High vocational maturity is a significant indicator of an individual's readiness to engage in successful career planning and transition.

25. (A) I and II only
Transferable work skills are general competencies that can be applied across many different jobs. Reading safety signs and communicating with supervisors are essential examples that should be taught in a pre-vocational curriculum. These skills increase a trainee's flexibility and employability in the labor market. In contrast,

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which prioritize placement in competitive, integrated work settings.

59. (D) Placement in integrated jobs with ongoing supports like job coaches to maintain employment.
Supported employment is characterized by the "Place-Train" model, where individuals with significant disabilities are placed in competitive, integrated jobs and then receive on-site training. A key feature of this model is the provision of ongoing supports, such as a job coach, to help the employee maintain their position. This approach emphasizes inclusion and provides the necessary assistance for individuals to succeed in mainstream work environments.

60. (A) Personalizing a job description to match both candidate skills and employer operational needs.
Customized employment is a highly flexible approach that involves negotiating a specific job description for an individual with a significant disability. This process focuses on matching the unique strengths and interests of the candidate with the actual business needs of an employer. By creating a personalized role, customized employment ensures that the individual can be a productive and valued member of the workforce while receiving necessary supports.

61. (A) II → I → III → IV → V
The supported employment process follows a logical sequence to ensure a successful job match. It begins with a client profile assessment, followed by job development and marketing to find potential employers. Once a suitable position is identified, the job matching and placement occur. This is followed by intensive on-site job coaching and training, which is eventually faded out as the employee achieves independence and long-term success.

62. (B) Most-to-Least Prompting Strategy
Most-to-least prompting is an instructional strategy that begins with the highest level of assistance, such as physical guidance, and systematically reduces it as the trainee learns the task. For an adult cleaning tables, the job coach moves from physical help to verbal and then gestural prompts. This method ensures early success and minimizes errors, gradually transferring control to the individual until they can perform the task independently.

63. (A) Assistance provided to the employee by supervisors and coworkers in the workplace.
Natural supports refer to the assistance and encouragement that employees typically receive from people already present in the workplace, such as supervisors and coworkers. In supported employment, a primary goal of the job coach is to foster these natural relationships so that the employee can rely on their colleagues for help once the coach fades out. This approach promotes social inclusion and long-term job sustainability.

64. (C) The physical layout, specific work tasks, and cognitive or social demands of the job.
A comprehensive job analysis involves a systematic evaluation of all the requirements and characteristics of a specific position. This includes examining the physical environment, the sequence of tasks to be performed, and the cognitive and social skills needed for success. By understanding these factors, vocational professionals can make a more accurate job match and identify the necessary accommodations to support the employee with a disability.

65. (C) Not less than 4 percent
Section 34 of the Rights of Persons with Disabilities Act, 2016, mandates that government establishments must reserve at least 4 percent of their vacancies for persons with benchmark disabilities. This legal provision is designed to promote equal opportunity in public sector employment and ensure that individuals with significant impairments have a fair chance to secure stable and meaningful work within the government workforce in India.

66. (C) Providing a sign language interpreter or real-time captioning during meetings.
Reasonable accommodations for a hearing-impaired employee in an office setting focus on ensuring effective communication. Providing a sign language interpreter or real-time captioning during meetings allows the employee to participate fully in team briefings and discussions. These adjustments remove barriers to information and social interaction, enabling the individual to perform their job duties on an equal basis with their hearing colleagues in the corporate environment.

NODIA

34. (C) A results-oriented process improving student achievement to ease school-to-work transitions.
Transition services are a coordinated set of activities designed to be results-oriented, focusing on improving the academic and functional achievement of students with disabilities. These services facilitate the movement from school to post-school activities, including employment, further education, and independent living. By addressing the specific needs and goals of the student, transition services ensure a smoother and more successful entry into adult life.

35. (A) Both A and R are true and R is the correct explanation of A
Age-appropriate transition assessments are the mandatory foundation for any Individualized Transition Plan because they provide the objective data needed to set realistic goals. These assessments evaluate a student's strengths, preferences, and needs in areas like employment and independent living. Without this baseline information, transition planning lacks the necessary evidence to create a truly personalized and effective roadmap for the student's future.

36. (A) By the age of 14 to 16 years
Legal mandates require that formal transition planning begin during the mid-teen years, typically between ages 14 and 16. At this stage, the student's Individualized Education Program must include documented transition goals and the services needed to achieve them. Starting at this age ensures there is sufficient time to develop necessary skills and coordinate with adult service agencies before the student exits the school system.

37. (A) Amit will work part-time in a library with a job coach after graduation.
A well-framed post-secondary goal must be measurable and focused on the student's life after they leave the school system. Mentioning a specific job type, the level of support needed, and the timeline makes the goal clear and trackable. This format allows the transition team to identify the exact skills and services required to help the student achieve their desired vocational outcome.

38. (C) Teaching functional and vocational skills in real-world community settings.
Community-Based Instruction involves teaching functional and vocational skills directly in the environments where they will be used. By practicing tasks in real-world settings like grocery stores or offices, students can better generalize their learning and understand the natural cues of the environment. This methodology is particularly effective for students who struggle to transfer skills from a classroom setting to actual community life.

39. (A) Both A and R are true and R is the correct explanation of A
Self-determination is a critical predictor of vocational success because it empowers individuals to take an active role in their own lives. When students learn to set goals, make choices, and advocate for their needs, they are better prepared for the challenges of the workplace. Developing these skills ensures that the individual remains motivated and can effectively navigate the transition to adult employment.

40. (D) Autonomy, Competence, and Relatedness
According to Self-Determination Theory, three basic psychological needs must be met to foster motivation and well-being: autonomy, competence, and relatedness. In vocational transition, this means giving students choices in their career path, helping them master job tasks, and ensuring they feel connected to their coworkers. Nurturing these needs leads to higher levels of engagement and more positive post-school outcomes for individuals with disabilities.

41. (B) The student clearly explains their required accommodations to an admissions officer.
Successful self-advocacy is demonstrated when a student can clearly communicate their needs and the supports required for their success. In a transition context, this involves explaining one's disability and the specific accommodations that facilitate performance in a work or educational setting. Developing this skill is essential for independence, as it allows the individual to navigate adult environments where parental support may be less direct.

42. (C) Curriculum is built around the functional demands of present and future environments.
The Ecological Curriculum Model prioritizes teaching skills that are directly relevant to the environments where a student currently lives and will work in the future. By focusing on functional demands, the curriculum ensures that instruction

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(C) The plan must include goals for using the AAC device to communicate at work.
(D) The student should work in total isolation where verbal interaction is banned.

99. "Post-placement follow-up services" in supported employment are designed to:
(A) Monitor and review corporate tax filings and financial auditing statements.
(B) Provide ongoing support to employees and employers to ensure job retention.
(C) Conduct regular on-site administrative audits to fine the employer.
(D) Administer monthly clinical intelligence and mental age assessments.

100. In India, under the national schemes for self-employment, what is the role of District Disability Rehabilitation Centres (DDRCs) in facilitating vocational outcomes?
(A) To distribute direct cash grants to companies hiring non-disabled employees.
(B) To serve as specialized criminal courts prosecuting civil rights offenses.
(C) To issue commercial driving credentials to candidates with low vision.
(D) To distribute assistive aids, offer counseling, and coordinate business loans.

NODIA

economic independence and social inclusion within their communities.

51. (B) Emotional, interpersonal, and material well-being.
Quality of Life is a multi-dimensional concept used to measure the effectiveness of transition outcomes. Key domains include emotional well-being, interpersonal relationships, and material security. For individuals with disabilities, a high quality of life is achieved when they have social connections, personal autonomy, and the resources needed for a comfortable life. These factors are considered more essential than purely academic or financial achievement.

52. (D) Making Action Plans (MAPS)
Making Action Plans is a person-centered planning tool that uses visual mapping to help individuals with disabilities and their families plan for the future. The process focuses on identifying the person's history, dreams, and nightmares to create a clear roadmap for achieving their goals. MAPS is widely used during transition planning because it prioritizes the student's voice and encourages collaborative problem-solving among team members.

53. (B) I, II, and III only
A mandatory Individualized Transition Plan must include measurable post-secondary goals, the specific transition services required to meet those goals, and a relevant course of study. These components ensure that the student's education is directly aligned with their future plans for employment and independent living. Clinical medical schedules are not a mandatory part of the ITP, as it is primarily a vocational and educational planning document.

54. (C) Providing keyboard keyguards and trackball mice to prevent typos.
Reasonable accommodations are adjustments to the environment or the way a task is performed that enable an individual with a disability to meet standard requirements. For a student with cerebral palsy, using keyguards and trackball mice allows them to input data accurately despite motor coordination challenges. These tools represent accommodations because they provide access to the task without lowering the performance standards expected by the employer.

55. (A) Accepting supervisor feedback without negative reactions.
Interpersonal work behaviors are those skills that involve social interaction and communication within the workplace. Accepting feedback from a supervisor is a critical interpersonal behavior because it demonstrates a worker's ability to learn from others and maintain professional relationships. These soft skills are often more important for job retention than technical abilities, making them a key focus of pre-vocational training and assessment for individuals with disabilities.

56. (D) Running specialized schools, half-way homes, and vocational training centers for PwDs.
The Deendayal Disabled Rehabilitation Scheme is a flagship program in India that provides financial assistance to NGOs for various disability services. This funding supports the operation of specialized schools, vocational training centers, and community-based rehabilitation programs. By empowering non-governmental organizations, the scheme ensures that persons with disabilities have access to the essential education and skill development services needed for social and economic empowerment.

57. (B) To identify workplace tasks and communication demands to teach them in transition programs.
An environmental inventory is a critical step in developing a transition curriculum. By visiting a local workplace like a supermarket, the educator can identify the specific tasks, social expectations, and communication requirements of various jobs. This information allows the teacher to design classroom instruction that directly prepares students for the actual demands of the community, ensuring that the skills taught are functional and relevant.

58. (C) Provides a segregated, protective environment where disabled individuals work for sub-minimum wages.
Sheltered workshops are traditionally segregated vocational facilities where individuals with disabilities work in a protected environment, often alongside only other disabled peers. These workshops frequently focus on simple, repetitive tasks and may pay sub-minimum wages. While they provide a structured activity, the modern vocational paradigm has shifted toward more inclusive models, such as supported employment,

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is practical and leads to increased independence. This approach is especially important for students with severe disabilities, as it targets the most essential competencies for successful community and vocational participation.

43. (D) Calculating correct monetary change during grocery shopping.
Functional academics involves applying literacy and math skills to practical, everyday tasks. Calculating change during a transaction is a perfect example of functional numeracy, as it is a skill directly required for independent living and many vocational roles. Prioritizing these types of tasks in a transition curriculum ensures that the student acquires competencies that have immediate utility in real-world community and work settings.

44. (A) Task analysis
Task analysis is a pedagogical tool used to break down complex activities into smaller, sequential steps that are easier to learn. For individuals with intellectual disabilities, this systematic approach makes complicated vocational tasks, such as photocopying, more manageable. By mastering each individual step through structured instruction, the trainee can eventually perform the entire task independently, building their confidence and overall vocational competence.

45. (A) I and II only
Specialized transition assessments like the Enderle-Severson Transition Rating Scales and the Transition Planning Inventory are designed to identify a student's specific needs for adult life. These tools focus on functional areas like employment, home living, and community participation. Unlike general intelligence tests, they provide the practical data required to draft a relevant and legally compliant Individualized Transition Plan for students entering post-school environments.

46. (B) A collaborative school-to-work planning process involving families and community agencies.
Supported transition refers to a collaborative and coordinated process that facilitates the movement from school to adult life. It involves active partnership between the school, the student, their family, and community-based service agencies. This approach ensures that all necessary supports are in place when the student leaves school, reducing the risk of a gap in services and increasing the likelihood of success.

47. (A) Shadowing is short-term and purely observational, while internships are hands-on and longer.
Job shadowing and internships serve different purposes within a transition curriculum. Shadowing is typically a short-term, observational experience that allows a student to explore different careers by watching professionals at work. In contrast, internships are longer-term and involve hands-on participation in job tasks. Both methods are valuable for career exploration, helping students make more informed choices about their future vocational goals.

48. (C) Implement a travel training program with systematic, fading educator support.
When parents are anxious about their child's independent travel, the most effective response is to implement a systematic travel training program. This approach uses structured instruction to teach the student how to use public transit safely, with the educator gradually fading their support as the student's competence grows. This builds the student's independence while providing the parents with evidence of their child's safety and capability.

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49. (D) Transitioning to data archiving or inventory work in a quiet, structured environment.
For a student with Autism who has high attention to detail but suffers from social anxiety, the vocational goal should match their specific profile. Placements in data archiving or inventory management utilize their strengths while minimizing sensory and social stressors. This person-centered approach ensures that the work environment supports the trainee's productivity and well-being, leading to a more sustainable and successful vocational outcome.

50. (C) The Vikaas Day Care Scheme (including vocational training)
Under the National Trust Act in India, the Vikaas scheme is designed to provide day-care facilities that include vocational training for adults with developmental disabilities. The program focuses on enhancing the functional skills and micro-enterprise potential of individuals with autism, cerebral palsy, and intellectual disabilities. By offering structured training and support, the scheme helps participants move toward greater

67. (B) Disabled individuals struggle to generalize school-learned skills to actual workplaces.
The "Train-Place" model is often criticized because many individuals with disabilities have difficulty generalizing skills learned in artificial classroom or workshop settings to real-world environments. In contrast, the "Place-Train" model used in supported employment provides instruction in the actual workplace, ensuring that the skills learned are directly relevant and functional. This situational learning leads to better retention and more successful long-term employment outcomes for the individual.

68. (D) Modifying table heights, ensuring ramp access, and arranging optimal reach zones.
Ergonomic adaptations for a wheelchair user involve physical modifications to the workplace to ensure accessibility and comfort. This includes adjusting the height of desks and tables, providing ramp access to all necessary areas, and organizing materials within easy reach. These changes remove physical barriers and allow the employee to perform their tasks efficiently and safely, promoting their independence and productivity within the work environment.

69. (A) Create a pictorial checklist of the scanning steps combined with backward chaining.
For a trainee struggling with a sequence of tasks, using visual aids like a pictorial checklist provides a clear, permanent reference. Combining this with backward chaining, where the trainee learns the last step of the process first, can build confidence and ensure successful completion of the job. These evidence-based instructional strategies address memory and sequencing challenges, allowing the individual to achieve proficiency in their role.

70. (C) To provide concessional loans for self-employment ventures and vocational education.
The National Handicapped Finance and Development Corporation is a government body in India that promotes economic empowerment for persons with disabilities. Its primary role is to provide low-interest, concessional loans to help individuals start their own businesses or pursue higher vocational education. By providing access to capital, the NHFDC enables individuals with disabilities to achieve financial independence and contribute actively to the national economy through self-employment.

71. (A) It offers flexible hours, eliminates commuting, and uses local cottage industries.
In rural India, self-employment is often a more viable option for individuals with disabilities because it bypasses the barriers of formal recruitment and long commutes. Starting a small business, like a local shop or a farming unit, allows for flexible working hours and utilizes existing community supports. This model leverages the person's local environment and family resources, providing a sustainable path to economic independence within their own village.

72. (D) Ensuring supervision, using heat-insulated tools, and teaching seizure first-aid to peers.
Safety is a priority when training individuals with epilepsy in culinary arts. Proper supervision and the use of specialized tools, such as heat-insulated equipment, reduce the risk of injury during a seizure. Additionally, educating coworkers and peers on seizure first-aid creates a supportive and safe environment. These proactive measures ensure that the trainee can safely participate in vocational training and prepare for a career in food service.

73. (C) I, II, and III only
The RPWD Act, 2016, includes several important provisions to promote employment for persons with disabilities. These include a 4 percent job reservation in the public sector, the requirement for private companies to formulate equal opportunity policies, and the mandate for all employers to provide reasonable accommodations. These legal requirements aim to remove systemic barriers and create a more inclusive and accessible labor market for individuals with benchmark disabilities.

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74. (C) Article 27 of the UNCRPD
Article 27 of the United Nations Convention on the Rights of Persons with Disabilities explicitly recognizes the right of PwDs to work on an equal basis with others. It mandates that states must protect the right to just and favorable conditions of work, including equal opportunities and equal remuneration. This international treaty serves as a global framework for national laws aimed at ensuring the vocational inclusion and economic rights of individuals with disabilities worldwide.

reasonable accommodations allow the individual to work safely and comfortably on the assembly line, preventing stress-related task interruptions and improving overall workplace productivity.

91. (D) A small, non-profit business employing severely disabled individuals in structured tasks.
The benchwork model is a specific type of supported employment designed for individuals with the most significant disabilities. It typically involves a small, non-profit business that operates on a subcontract basis, performing structured assembly or packaging tasks. This model provides an intensive level of support and supervision, allowing individuals who might otherwise be excluded from the workforce to engage in meaningful, paid work in a structured and predictable professional environment.

92. (A) Systematic Instruction using task analysis, chaining, and structured prompting.
Systematic instruction is an evidence-based methodology that uses structured techniques like task analysis and chaining to teach complex vocational skills. By breaking a task into steps and using consistent prompting and reinforcement, educators can help students with intellectual disabilities master difficult job sequences. This approach ensures that learning is organized and predictable, leading to higher rates of skill acquisition, retention, and eventual independence in various community-based work settings.

93. (B) Establishing barrier-free public facilities and vocational programs.
The Scheme for Implementation of Persons with Disabilities Act provides financial support for projects that promote accessibility and inclusion. This includes funding for creating barrier-free environments in public buildings and supporting the development of vocational training programs. By addressing both physical and educational barriers, SIPDA helps create the necessary infrastructure for individuals with disabilities to access the training and workplaces they need for long-term social and economic empowerment across India.

94. (B) The client can choose to disclose and focus only on needed accommodations.
Disclosure of a disability is a personal choice and is generally not legally required unless the individual is seeking specific accommodations. When discussing disclosure, a vocational counselor should advise the client to focus on how their disability impacts their work and what supports they need to be successful. This professional approach protects the client's privacy while ensuring that the employer can provide the necessary adjustments to facilitate optimal job performance and workplace integration.

95. (A) It uses family supports, needs little capital, and bypasses hiring barriers.
Micro-enterprises are highly promoted in rural India because they offer a practical path to economic independence for individuals with intellectual disabilities. By utilizing local resources and family supervision, these small businesses bypass the challenges of competitive job seeking and long commutes. This model requires minimal initial capital and allows the individual to work in a familiar and supportive environment, fostering both financial stability and community participation in rural areas.

96. (C) Switch-adapted systems, eye-gaze trackers, or voice-to-text tools.
For an individual with quadriplegia, assistive technology provides the essential interface needed to perform computer-based tasks. Switch-adapted systems and eye-gaze trackers allow for software control without manual hand movement, while voice-to-text tools facilitate data entry. These assistive inputs are critical reasonable accommodations that enable individuals with severe physical disabilities to compete for and succeed in digital billing and administrative roles, demonstrating their true cognitive and professional capabilities.

97. (D) It allows PwDs to register, search, and apply for matched vacancies.
The National Career Service portal is a centralized digital platform that connects job seekers with employers in India. It includes dedicated features for persons with disabilities, allowing them to create a professional profile, search for inclusive job openings, and apply for positions that match their skills. By providing a streamlined and accessible way to find employment, the NCS portal plays a key role in promoting the vocational inclusion and economic empowerment of PwDs.

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struggle with the general expectations of the professional environment.

83. (B) Rehabilitation in the natural environment, maximizing local resources and inclusion.
The shift toward Community-Based Vocational Rehabilitation emphasizes providing services in the individual's own community using local resources. This model focuses on inclusion and participation in the natural environment, rather than in isolated institutions. By leveraging local business partnerships and family supports, CBVR facilitates more sustainable and meaningful vocational outcomes that allow individuals with disabilities to live and work as active members of their own social and economic community.

84. (D) Compounding barriers of gender bias and disability stigma in employment.
Women with disabilities often face a "double disadvantage" due to the intersection of gender bias and disability-related stigma. This intersectionality creates unique and compounding barriers to education, vocational training, and employment. Recognizing these dual challenges is essential for developing inclusive rehabilitation programs that specifically address the social and economic needs of women with disabilities, ensuring they have equal access to career opportunities and financial independence.

85. (A) Using color-coded shelf guides and large-print, high-contrast labels.
For a trainee with low vision, simple environmental adaptations can significantly improve their performance on a library shelving task. Color-coded guides and large-print, high-contrast labels make it easier to identify and organize books efficiently. These modifications to the task analysis ensure that the individual can use their remaining vision effectively, promoting independence and accuracy in their work without the need for constant supervision or assistance.

86. (C) Reorganizing existing job duties to match a candidate's specific strengths in a niche role.
Job carving is a process used in customized employment where specific tasks are taken from one or more existing job descriptions to create a new, tailored role. This new position is designed to match the unique strengths and capabilities of a candidate with a significant disability. By focusing on niche tasks that the candidate can perform well, job carving provides a valuable service to the employer while creating a meaningful employment opportunity.

87. (A) A small group working together within a host business under job coach supervision.
The enclave model of supported employment involves a small group of individuals with disabilities working together as a team within a mainstream business. They perform actual job tasks for the company but are often supervised by a job coach provided by a rehabilitation agency. This model offers a middle ground between segregated workshops and fully independent competitive employment, providing a supportive social environment while ensuring integration into a real-world workplace.

88. (D) Formulate national policies on vocational rehabilitation based on equal opportunities.
ILO Convention No. 159 mandates that member states must develop a national policy on vocational rehabilitation and employment for persons with disabilities. This policy should be based on the principle of equal opportunity and treatment, aiming to promote employment in the open labor market. The convention emphasizes the importance of providing services that enable disabled persons to secure, retain, and advance in suitable employment, thereby promoting their social and economic integration.

89. (B) Placing her as a remote designer with visual tools and home workspace adjustments.
For an individual with high-level graphics skills but physical mobility and hearing challenges, remote design work offers an ideal vocational outcome. This placement utilizes her primary professional strengths while allowing her to work in an environment that can be fully customized to her physical needs. Remote work also eliminates commuting barriers, providing a sustainable and inclusive career path that focuses on the quality of her creative output and professional expertise.

90. (C) Installing flashing visual indicators and providing noise-canceling headphones.
Accommodating sensory sensitivities in an industrial environment involves modifying how information is presented and reducing distressing stimuli. Installing flashing lights alongside auditory alarms provides a clear visual signal that the trainee can easily process. Additionally, noise-canceling headphones help manage overwhelming background sounds. These simple,

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symptoms.
III. A diagnosis of PDD-NOS required the absence of restricted, repetitive, or stereotyped patterns of behavior.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

24. A special educator is differentiating between Asperger's Syndrome and High-Functioning Autism (HFA) in an older child. Under historical diagnostic criteria, what is the key clinical distinction?
(A) HFA is characterized by a complete absence of repetitive behaviors, while Asperger's requires them.
(B) Asperger's Syndrome requires a history of early language delay, whereas High-Functioning Autism does not.
(C) HFA requires a history of early language delay, whereas Asperger's requires normal language development.
(D) Asperger's Syndrome is characterized by severe intellectual disability, while High-Functioning Autism is not.

25. A special educator reviews the clinical file of an 18-month-old girl. Her parents report that she was developing typically, sat independently, and began using single words. Over the past three months, she has lost all purposeful hand skills and expressive language, started wringing her hands in a stereotypic wash-like movement, developed a wide-based unsteady gait, and shows reduced social engagement. Which of the following conditions is most consistent with this clinical profile?
(A) Childhood Disintegrative Disorder
(B) Asperger's Syndrome
(C) Prader-Willi Syndrome
(D) Rett Syndrome

26. Which of the following motor characteristics is considered a hallmark diagnostic feature of Rett Syndrome during its regression and stabilization stages?
(A) Stereotypic hand movements like hand-wringing, squeezing, or clapping during waking hours.
(B) Spastic diplegia primarily affecting the lower extremities and leading to contractures.
(C) Rapid, involuntary, and continuous choreoathetoid movements of the facial muscle groups.
(D) Total flaccid paralysis of the bilateral upper limbs with complete loss of deep reflexes.

27. When comparing Childhood Disintegrative Disorder (CDD) with Autism Spectrum Disorder with developmental regression (autistic regression), which of the following is a key distinguishing factor?
(A) Autistic regression involves only fine motor skill deficits, whereas CDD regression involves only gross motor skills.
(B) Autistic regression occurs between 15 and 24 months, whereas CDD occurs after at least 2 years of typical development.
(C) CDD regression is clinical and temporary, resolving within six months, while autistic regression is fully permanent.
(D) Autistic regression requires a known genetic mutation on chromosome 15, whereas CDD is considered purely psychological.

28. In terms of executive functioning profiles, how do individuals with historical Asperger's Syndrome typically differ from those with low-functioning Classic Autism?
(A) Individuals with Asperger's show no clinically measurable executive dysfunction or cognitive planning deficits.
(B) Individuals with Asperger's have intact verbal working memory but struggle with cognitive flexibility and planning.
(C) Individuals with Classic Autism have superior cognitive flexibility and spatial planning compared to Asperger's.
(D) There is no significant difference, as both show a similar inability to engage in goal-directed behaviors.

29. Which of the following characterizes the typical social-communication deficits in individuals with Asperger's Syndrome?
(A) Formal, pedantic speech with deficits in reciprocity, metaphors, humor, and non-verbal cues.
(B) Lack of interest in social relationships and a preference for isolation.
(C) Consistent inability to formulate grammatically correct sentences or pronounce complex words.
(D) Intact understanding of pragmatic language paired with an isolated expressive speech disorder.

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98. (C) The plan must include goals for using the AAC device to communicate at work.
An Augmentative and Alternative Communication device is a critical tool for individuals with speech impairments. In transition planning, it is essential to include specific goals for using the AAC device in vocational settings to ensure the student can interact with supervisors and colleagues. Integrating the device into the vocational plan recognizes its importance for professional communication and social inclusion, providing a necessary foundation for long-term success in the workplace.

99. (B) Provide ongoing support to employees and employers to ensure job retention.
Post-placement follow-up services are a core component of the supported employment model. These services involve regular contact between the job coach, the employee, and the employer to address any challenges that may arise after placement. By providing ongoing support, vocational agencies can help resolve social or task-related issues, identify new accommodation needs, and ensure that the individual remains successfully employed and continues to grow professionally in their career.

100. (D) To distribute assistive aids, offer counseling, and coordinate business loans.
District Disability Rehabilitation Centres play a pivotal role at the local level by offering comprehensive services that include distributing assistive aids and providing vocational counseling. They act as coordinators for business loans and other resources, ensuring that individuals with disabilities have the necessary financial and technical support to pursue sustainable self-employment and vocational success. Their presence ensures that rehabilitation services are accessible to individuals in both urban and rural districts.

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deficits in systemizing abilities paired with highly superior empathizing capabilities.
(D) Autistic individuals are biologically incapable of developing basic motor coordinates due to mutations on the Y chromosome.

12. Consider the following statements regarding the cognitive profile of individuals with Autism Spectrum Disorder based on the Empathising-Systemising (E-S) theory:
I. Empathising (E) is the drive to identify mental states, predict behavior, and respond with appropriate emotion.
II. Systemising (S) is the drive to analyze rules, systems, and lawful correlations to predict how systems behave.
III. Individuals with ASD are characterized by a significant cognitive discrepancy where Systemising is significantly intact or superior, while Empathising is significantly impaired.
IV. The E-S theory suggests that the learning needs of students with ASD are best met through random, unstructured, and unpredictable learning environments.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and IV only

13. Which of the following is considered a primary limitation of the Executive Dysfunction Theory as an all-encompassing explanation of Autism Spectrum Disorder?
(A) Executive dysfunction is not unique to autism and does not explain all the core social-communication features of ASD.
(B) Executive dysfunction is unique to autism and is not typically observed in other neurodevelopmental disorders like ADHD or Tourette Syndrome.
(C) It fails to explain the presence of restricted, repetitive behaviors in children with autism.
(D) It does not account for the universal presence of weak planning skills in typical development.

14. Joint attention is a critical early socio-communicative milestone that is often impaired or absent in infants later diagnosed with ASD. Which of the following options defines "Initiating Joint Attention" (IJA)?
(A) The child's ability to coordinate and follow the direction of another person's gaze, finger pointing, and head turn.
(B) The child's consistent ability to respond to direct verbal commands and instructions that demand sustained eye contact.
(C) The child's use of gestures and eye contact to direct another's attention to an object or event to share an experience.
(D) The child's automatic, non-functional mimicry of another person's motor actions without understanding their social intent.

15. Analyze the following assertion (A) and reason (R) statements:
Assertion (A): The DSM-5 criteria for Autism Spectrum Disorder introduced "hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment" as a diagnostic criterion under the domain of restricted, repetitive patterns of behavior.
Reason (R): Sensory processing differences are highly prevalent in individuals with ASD and significantly impact their adaptive functioning and behavior in everyday environments.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. In the context of early social communication development, what is the term used for a child's coordinate use of eye contact and gestures to request an object, which is often preserved in children with developmental delays but severely impaired in children with ASD?
(A) Protodeclarative pointing
(B) Metalinguistic referencing
(C) Protoimperative pointing
(D) Syntactic pragmatic bootstrapping

17. Scientific evidence regarding the genetic basis of Autism Spectrum Disorder points toward which of the following models of inheritance?
(A) A simple autosomal dominant single-gene model with full penetrance and expressivity.
(B) A complex polygenic model involving multiple de novo mutations and copy number variations.
(C) A classic sex-linked recessive inheritance model restricted to the Y-chromosome.
(D) A non-genetic environmental etiology with no inherited herizability.

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(C) Empathising-Systemising Theory
(D) Socio-Cultural Development Theory

6. The Central Coherence Theory, proposed by Uta Frith, suggests that individuals with Autism Spectrum Disorder are characterized by a "weak central coherence." What does this cognitive style primarily entail?
(A) An inability to process sensory details, leading to sensory seeking behaviors.
(B) A profound failure of the motor planning system, which causes apraxia and motor coordination delays.
(C) An overdeveloped capacity to empathize with others' emotional states while failing to systemize mechanical inputs.
(D) A processing style bias that privileges local details over global, contextual integration.

7. Consider the following statements regarding the prevalence and developmental course of Autism Spectrum Disorder (ASD):
I. Current epidemiological research indicates a higher identified prevalence of ASD in males compared to females, with a ratio of approximately 4:1.
II. ASD is a degenerative, progressive neurological disorder that typically manifests after a period of completely normal development up to age ten.
III. Symptoms of ASD must be present in the early developmental period, although they may not become fully manifest until social demands exceed limited capacities.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

8. In the historical evolution of autism as a diagnostic category, how did Hans Asperger's 1944 description of "autistic psychopaths" primarily differ from Leo Kanner's 1943 description of "early infantile autism"?
(A) Asperger's cases were characterized by severe cognitive impairment and absent speech, whereas Kanner's cases showed highly preserved speech.
(B) Asperger's cases typically showed progressive developmental regression after age four, while Kanner's cases showed no clinical regression.
(C) Asperger's cases demonstrated intact language and cognitive development, whereas Kanner's cases showed delayed or absent language development.
(D) Asperger's cases did not exhibit any restricted or repetitive behaviors at all, whereas Kanner's cases showed clear, persistent repetitions.

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9. Analyze the following assertion (A) and reason (R) statements:
Assertion (A): Bruno Bettelheim's "Refrigerator Mother" hypothesis, which blamed cold, rejecting maternal attitudes for the onset of autism, was completely refuted by scientific research.
Reason (R): Modern neurobiological research has established that Autism Spectrum Disorder is a highly heritable, neurodevelopmental disorder with strong genetic and biological origins.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

10. The concept of "monotropism," developed by Dinah Murray, Wenn Lawson, and Mike Lesser, explains the autistic mind as an attention-tunnelling system. What does this theory imply about the learning profile of students with ASD?
(A) They focus deeply on a single interest or task, which makes transitioning between tasks exceptionally difficult.
(B) They can easily multitask and split their cognitive attention across multiple complex sensory modalities.
(C) They process academic information best when presented with multiple competing auditory and visual stimuli.
(D) They possess an innate, strong aversion to repetitive tasks and actively seek constant environmental changes.

11. What does the "Extreme Male Brain" theory of autism, proposed by Simon Baron-Cohen as an extension of the Empathising-Systemising (E-S) theory, postulate?
(A) Autistic individuals have extremely low levels of prenatal testosterone, leading to hyper-feminine communication patterns.
(B) Autism represents an extreme of the typical male cognitive profile, characterized by hyper-systemizing and hypo-empathizing.
(C) Autism is characterized by significant

CHAPTER 26

Autism Spectrum Disorders Identification and Assessment of Needs

1. The clinical conceptualization of Autism Spectrum Disorder (ASD) under the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) consolidated the previous distinct diagnostic categories from DSM-IV-TR. Which of the following represents this change?
(A) It segregated Rett syndrome and Asperger's disorder into a distinct neurogenic category while keeping Kanner's autism under traditional developmental disorders.
(B) It merged autism, Asperger's, and childhood disintegrative disorder into a single spectrum characterized by social communication deficits and repetitive behaviors.
(C) It retained Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS) as a standalone diagnosis while merging Rett syndrome into childhood disorders.
(D) It replaced the diagnostic category of autism with social pragmatic communication disorder classified as a primary sensory-motor deficit.

2. The classic "Triad of Impairments" historically used to define the diagnostic boundaries of Autism was formulated by which of the following researchers?
(A) Leo Kanner and his pediatric research colleagues
(B) Hans Asperger and his psychiatric medical team
(C) Simon Baron-Cohen and his cognitive research group
(D) Lorna Wing and Judith Gould in their clinical study

3. Analyze the following assertion (A) and reason (R) statements:
Assertion (A): According to the Theory of Mind (ToM) hypothesis, children with Autism Spectrum Disorder fail to understand that other people have beliefs, desires, and mental states different from their own.
Reason (R): This cognitive deficit is primarily characterized by "mindblindness," which prevents them from predicting or explaining the behavior of others in social interactions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. In his landmark 1943 paper "Autistic Disturbances of Affective Contact," Leo Kanner identified two core, defining features of what he termed "early infantile autism." What were these two specific features?
(A) Highly superior non-verbal intelligence paired with marked, clinical delays in motor coordination.
(B) Immediate, persistent echolalia and the early onset of childhood epilepsy in female patients.
(C) Extreme infantile autistic aloneness paired with an obsessive desire for preserving sameness.
(D) The absence of motor stereotypies combined with advanced visual-spatial capabilities.

5. A 7-year-old child with Autism Spectrum Disorder in a special school classroom is observed during unstructured free play. The child struggles to switch from a block-building task to a circle-time activity, showing signs of extreme distress, repetitive finger flicking, and crying. When the teacher tries to direct him, he is unable to formulate a plan to organize his materials and requires step-by-step assistance to clean up. Based on cognitive theories of autism, which of the following theoretical perspectives best explains this student's behavioral and adaptive challenges?
(A) Executive Dysfunction Theory
(B) Central Coherence Theory

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18. Consider the following statements regarding the distinct diagnostic shifts between DSM-IV-TR and DSM-5 classifications:

I. DSM-IV-TR utilized a three-domain model (Social, Communication, Behavior), whereas DSM-5 utilizes a two-domain model (Social Communication and Restricted/Repetitive Behaviors).

II. DSM-IV-TR included Rett's Disorder as a subcategory of Pervasive Developmental Disorders, whereas DSM-5 removed Rett's Disorder as a clinical diagnosis of ASD, viewing it as a genetic neurological condition.

III. DSM-IV-TR required onset before 36 months of age, whereas DSM-5 requires that symptoms must be present in the early developmental period but allows that they may not fully manifest until social demands exceed capacity.

IV. DSM-5 introduced a severity rating scale (Levels 1, 2, and 3) based on the level of support required.

V. DSM-5 retained Asperger's Disorder as a distinct specifier for individuals with high-functioning cognitive abilities.

Which of the statements given above are correct?

(A) I, II, III, and IV only
(B) I, III, and V only
(C) II, III, IV, and V only
(D) I, II, and V only

19. When differentiating Asperger's Syndrome from Classic Autism (Kanner's Autism) under historical diagnostic frameworks such as DSM-IV-TR, which of the following clinical features was a key requirement for a diagnosis of Asperger's Syndrome?

(A) No clinically significant delay in language or cognitive development, paired with social deficits and restricted interests.
(B) The absolute presence of a clinically significant, generalized delay in early cognitive and intellectual development.
(C) A clinically significant general delay in language acquisition (e.g., single words by age two, phrases by age three).
(D) The formal diagnostic presence of a severe-to-profound intellectual disability across multiple adaptive domains.

20. Rett Syndrome is a progressive neurodevelopmental disorder that exhibits autistic-like features in its early stages. What is the primary genetic etiology of Rett Syndrome?

(A) Trisomy of chromosome 21
(B) Microdeletion on the paternal chromosome 15
(C) Mutation of the MECP2 gene on the X chromosome
(D) Mutation of the FMR1 gene on the X chromosome

21. Analyze the following assertion (A) and reason (R) statements:

Assertion (A): Rett Syndrome is highly lethal in male fetuses, which explains why almost all individuals clinically diagnosed with Rett Syndrome in schools and clinical centers are female.

Reason (R): Since males have only one X chromosome, a hemizygous mutation in the MECP2 gene typically results in embryonic lethality or severe neonatal encephalopathy.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. Childhood Disintegrative Disorder (also known as Heller's Syndrome) is characterized by a distinctive developmental course. Which of the following best describes this course?

(A) Severe, non-progressive developmental deficits present from birth with no period of typical functioning.
(B) Gradual, minor regressions in fine motor skills starting at age 12, with cognitive and social skills remaining intact.
(C) Rapid loss of hearing and vision in early infancy with no loss of communication skills.
(D) Regression in social, motor, and adaptive skills after at least 2 years of normal development, with onset before age 10.

23. Consider the following statements regarding the diagnostic category of Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS) as used in DSM-IV-TR:

I. It was used as a diagnostic category when a child exhibited severe and pervasive impairment in social interaction and communication, but did not meet the full criteria for Autism or Asperger's.

II. It was colloquially referred to as "atypical autism" because of atypical age of onset, atypical symptomatology, or subthreshold

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75. (D) A business aiming for both financial sustainability and employing disabled individuals.
A social enterprise model in disability rehabilitation operates as a business with a dual purpose: to be financially sustainable and to achieve a social mission. These organizations sell products or services in the marketplace but prioritize the employment and empowerment of individuals with disabilities. This model offers a sustainable alternative to traditional charity, providing meaningful work and competitive wages while contributing to the local economy and social inclusion.

76. (A) Generalization
Failure to perform a skill in a new environment, despite mastering it in a simulated setting, indicates a deficit in generalization. Generalization is the ability to transfer learned behaviors across different settings, people, and materials. For students with intellectual disabilities, this is a common challenge, which is why community-based instruction and supported employment models are emphasized to ensure that skills are learned and maintained in the actual work context.

77. (B) ONET (Occupational Information Network)
ONET is a comprehensive digital database developed by the US Department of Labor that provides detailed descriptions of thousands of occupations. It includes information on worker requirements, skills, and job characteristics, making it an invaluable tool for vocational rehabilitation. Evaluators use ONET to identify the specific demands of various careers, helping them make more accurate job matches and develop effective training plans for individuals with disabilities.

78. (B) To train the client on-site, build natural supports, and fade out as independence grows.
In the supported employment model, the job coach provides intensive, on-site instruction to help the employee master their tasks. Beyond skill training, the coach also works to build natural supports among coworkers and supervisors. As the employee becomes more proficient and integrated into the workplace, the job coach gradually fades their presence. This approach ensures that the individual achieves long-term independence while maintaining successful employment in an integrated setting.

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79. (A) Screen readers and refreshable Braille displays.
For a visually impaired individual working at a customer support desk, assistive technology is essential for accessing digital information. Screen readers convert text into speech, while refreshable Braille displays allow for tactile reading of on-screen content. These tools enable the worker to manage billing software, read customer inquiries, and perform all office-related tasks independently. Providing such technology is a key reasonable accommodation that ensures vocational success in a digital workplace.

80. (C) Create a social story and use visual cues designating work and talk times.
Addressing social challenges in the workplace for an employee with Autism requires structured, visual interventions. Creating a social story helps the individual understand the social expectations of the job, while visual cues can clearly designate appropriate times for conversation and focused work. This proactive approach teaches the necessary social skills within the work context, helping the employee maintain professional relationships and succeed in their vocational placement without isolation.

81. (A) I, II, III, and IV only
Universal Design for Learning principles in vocational training focus on providing multiple means of representation, expression, and engagement. This includes offering manuals in various formats, allowing flexible ways to demonstrate competence, and creating accessible workspaces. By designing training that is flexible from the outset, educators can accommodate a wide range of learning styles and physical needs, ensuring that all trainees have an equal opportunity to succeed in their vocational development.

82. (C) Developing non-cognitive work behaviors, attitudes, and stamina for employment.
Work Adjustment Training is a specialized vocational intervention that focuses on building foundational work habits and behaviors. Rather than teaching technical skills, it addresses areas such as punctuality, following supervisor directions, social skills, and the physical stamina required for a full workday. Developing these non-cognitive traits is essential for individuals who have had limited work experience or who

30. Analyze the following assertion (A) and reason (R) statements:
Assertion (A): The DSM-5 removed Asperger's Disorder as a separate diagnostic category, subsuming it under the single diagnosis of Autism Spectrum Disorder (ASD).
Reason (R): Clinical and empirical research demonstrated that a reliable distinction between Asperger's Disorder and Autism could not be consistently made across different clinics, and they shared the same core neurodevelopmental etiology.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. Under DSM-IV-TR, PDD-NOS was often used as an "exclusionary" or residual diagnostic category. What was a primary clinical criticism of this diagnostic practice?
(A) It was too narrow in scope, leaving many children with classic autistic features undiagnosed.
(B) It was only applied to children with superior cognitive abilities and no significant behavioral problems.
(C) It was restricted to older children who developed symptoms after reaching puberty.
(D) It lacked clear boundaries, leading to diagnostic heterogeneity and inconsistent use across clinics.

32. In terms of the gender distribution across the autism spectrum, what does current epidemiological evidence suggest regarding the ratio of males to females diagnosed with ASD at different cognitive levels?
(A) The male-to-female ratio is highest among those with severe intellectual disability and lowest in high-functioning.
(B) The male-to-female ratio is equal in high-functioning ASD, but diverges significantly in low-functioning ASD.
(C) The male-to-female ratio is higher in the high-functioning range and lower in the intellectual disability range.
(D) Females are clinically diagnosed at a rate four times higher than males across all levels of cognitive ability.

33. Hyperlexia is a condition frequently observed in children on the autism spectrum. What are the key defining features of Hyperlexia?
(A) A severe, developmental reading impairment (dyslexia) paired with highly advanced expressive communication skills.
(B) Precocious word decoding far beyond expectation, paired with difficulties in understanding and using spoken language.
(C) High levels of reading comprehension combined with an inability to write letters or symbols.
(D) A developmental inability to recognize numbers, paired with advanced non-verbal arithmetic capabilities.

34. Non-Verbal Learning Disability (NVLD) and Autism Spectrum Disorder (ASD) share several clinical features, but they are distinct conditions. Which of the following is a key differentiator between NVLD and ASD?
(A) NVLD is characterized by strong visual-spatial skills and weak verbal skills, whereas ASD is characterized by uniformly strong verbal skills.
(B) NVLD is a formally recognized diagnostic category within the DSM-5, whereas ASD is classified as a physical sensory-motor condition.
(C) NVLD involves a severe intellectual disability across domains, while ASD is characterized by a superior IQ.
(D) NVLD features strong verbal skills with poor visual-spatial and motor skills, while ASD involves broader social and behavioral deficits.

35. Consider the following statements regarding Fragile X Syndrome and its clinical overlap with Autism Spectrum Disorder (ASD):
I. Fragile X Syndrome is the most common inherited genetic cause of intellectual disability and is caused by the expansion of a CGG trinucleotide repeat on the FMR1 gene.
II. Approximately 30% to 50% of males with Fragile X Syndrome meet the formal diagnostic criteria for Autism Spectrum Disorder.
III. Behavioral features of Fragile X Syndrome that overlap with ASD include hand flapping, poor eye contact, sensory hypersensitivity, and social anxiety.
IV. Unlike ASD, Fragile X Syndrome is caused

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months.
(C) CHAT is classified as a criterion-referenced behavioral test, while M-CHAT is used as a standardized norm-referenced IQ assessment.
(D) CHAT includes parent questions and direct clinical observation, while M-CHAT is a parent questionnaire with no direct observation.

48. In the Modified Checklist for Autism in Toddlers, Revised with Follow-Up (M-CHAT-R/F), what is the clinical protocol for a score in the medium-risk range (3 to 7)?
(A) A score of 3-7 indicates low risk; the child requires no further clinical action, specialized screening, or monitoring.
(B) A score of 3-7 indicates high risk; the child must be immediately referred for genetic screenings and clinical brain MRI.
(C) A score of 3-7 indicates medium risk; the Follow-Up questionnaire must be administered to clarify the flagged behaviors.
(D) A score of 3-7 indicates extremely critical risk and immediately requires active pharmacological and medical intervention.

49. Consider the following statements regarding the structure, administration, and features of the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2):
I. ADOS-2 is a semi-structured, standardized assessment of social communication, interaction, play, and restricted/repetitive behaviors.
II. It consists of five distinct modules, and only one module is administered to a child based on their developmental and expressive language level.
III. Module Toddler is intended for children between 12 and 30 months who do not consistently use phrase speech.
IV. Module 4 is designed for verbally fluent adults and older adolescents.
V. It is a parent-interview tool that does not involve any direct interaction with or observation of the child.
Which of the statements given above are correct?
(A) I, II, III, and IV only
(B) I, III, and V only
(C) II, III, IV, and V only
(D) I, II, and V only

50. The Autism Diagnostic Interview-Revised (ADI-R) is widely considered a gold-standard diagnostic tool. Which of the following options correctly describes its format and target informant?
(A) It is a direct, play-based diagnostic observation tool administered directly to the child by a trained clinical psychologist.
(B) It is a self-report clinical questionnaire completed by verbal adolescents and young adults on the autism spectrum.
(C) It is a teacher-completed behavioral rating scale that takes approximately 10 minutes to complete in a classroom setting.
(D) A standardized, semi-structured interview for parents or caregivers, focusing on developmental history and current behaviors.

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51. Which of the following describes the structure and scoring of the Childhood Autism Rating Scale, Second Edition, Standard Version (CARS2-ST)?
(A) It has 15 items rated on a 4-point scale through direct observation and reports, with higher scores showing severity.
(B) It is a 100-item comprehensive behavioral questionnaire scored on a simple, binary (Yes/No) scale by school teachers.
(C) It is a computer-based cognitive task designed to measure precise motor reaction times to varying sensory stimuli.
(D) It requires the child to complete a series of complex verbal reasoning and spatial puzzles under strict timed conditions.

52. Analyze the following assertion (A) and reason (R) statements:
Assertion (A): For a comprehensive and valid clinical diagnosis of ASD, clinicians frequently combine the administration of the ADI-R and the ADOS-2.
Reason (R): The ADI-R captures detailed historical and developmental data from the caregiver, while the ADOS-2 provides direct, objective observation of the child's current social-communication and repetitive behaviors in a standardized setting.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

53. The Gilliam Autism Rating Scale, Third Edition (GARS-3) is designed to assist clinicians and educators in identifying ASD. What are its

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with physical limitations, showing no cognitive or intellectual deficits.
(C) Highly advanced mathematical capabilities and fluent reading comprehension, paired with no behavioral issues in the classroom environment.
(D) Mild intellectual disability, learning difficulties, skin picking, obsessive behaviors, and severe temper outbursts when food is restricted.

42. Hyperlexia is classified into three distinct clinical types. What characterizes "Hyperlexia Type II"?
(A) Hyperlexia presenting as a symptom of ASD, where precocious reading is accompanied by autistic behaviors and social deficits.
(B) It is transient hyperlexia occurring in typically developing children, which usually resolves completely by school age.
(C) It is progressive hyperlexia associated with late-onset neurodegenerative disorders and dementia in older populations.
(D) It is an acquired reading decoding impairment directly caused by traumatic brain injury or stroke in adult patients.

43. Individuals with Non-Verbal Learning Disability (NVLD) typically exhibit significant motor coordination difficulties. In which of the following areas of motor and perceptual planning are they most likely to experience challenges?
(A) Highly fluent verbal articulation, expressive speech clarity, and conversational fluency.
(B) Visual-spatial processing, fine motor writing (dysgraphia), and motor planning (dyspraxia).
(C) Sustained sequential auditory memory and rote verbal learning of complex academic facts.
(D) Gross motor walking and running coordination with no fine motor difficulties.

44. Sensory Modulation Disorder (SMD) is a subtype of Sensory Processing Disorder. Which of the following represents the three primary sensory modulation patterns observed in children with neurodevelopmental disorders?
(A) Sensory registration patterns, sensory facilitation mechanisms, and sensory habituation.
(B) Sensory Over-Responsivity (SOR), Sensory Under-Responsivity (SUR), and Sensory Craving (SC).
(C) Auditory defensiveness reactions, tactile defensiveness patterns, and visual photophobia.
(D) Vestibular hyper-reactivity, proprioceptive hypo-reactivity, and tactile agnosia traits.

45. A 9-year-old boy in a special education resource room has been diagnosed with Fragile X Syndrome. He exhibits severe hyper-reactivity to tactile and auditory stimuli, hand flapping, hyper-flexibility of joints, and a severe delay in expressive language. During transitions, he experiences extreme anxiety and avoids eye contact. The special educator needs to set up a classroom accommodation. Which of the following approaches is most appropriate for addressing his sensory and behavioral needs?
(A) Using a quiet, structured corner, visual schedules, sensory breaks, and allowing a flexible cushion.
(B) Providing highly stimulating classrooms with loud background music to desensitize his auditory system.
(C) Restricting physical movement and forcing sustained, direct eye contact during all academic tasks.
(D) Exclusively using verbal instructions without any visual aids to improve his auditory processing skills.

46. A child who shows an extreme aversion to sensory experiences, such as screaming when getting a haircut, refusing to wear clothing with tags, or reacting with aggression when touched unexpectedly, is demonstrating which of the following?
(A) Proprioceptive seeking (a form of sensory under-responsivity)
(B) Vestibular hypersensitivity
(C) Tactile defensiveness (a form of sensory over-responsivity)
(D) Auditory agnosia

47. When screening toddlers for Autism Spectrum Disorder, what is the primary structural difference between the Checklist for Autism in Toddlers (CHAT) and the Modified Checklist for Autism in Toddlers (M-CHAT)?
(A) CHAT is completed entirely by the pediatrician based on medical blood tests, while M-CHAT is designed as a genetic screening tool.
(B) CHAT is used for school-aged children between 5 and 10 years, whereas M-CHAT is designed for screening newborns under 6

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aging populations.

59. In Functional Behavior Assessment (FBA), the identification of the "ABC" contingency is crucial. What do the letters "A", "B", and "C" stand for in this behavioral paradigm?
(A) Autism, Brain, Cognition
(B) Antecedent, Behavior, Consequence
(C) Assessment, Baseline, Curriculum
(D) Association, Behavior, Conditioning

60. The Vineland Social Maturity Scale (VSMS) is frequently used in developmental assessments in India. What does the VSMS primarily measure?
(A) General academic intelligence
(B) Social and adaptive functioning
(C) Fine motor dexterity and coordination
(D) Personality and emotional traits

61. Analyze the following assertion (A) and reason (R) statements:
Assertion (A): The Functional Assessment Checklist for Programming (FACP) is highly effective for planning individualized educational interventions for children with developmental and intellectual disabilities, including ASD.
Reason (R): FACP is a criterion-referenced assessment that evaluates functional skills across five domains (Self-care, Communication, Social, Academic, and Occupational/Recreation) and groups them by developmental stages.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

62. The Evaluation and Assessment of Children with Cognitive Impairment and Developmental Disabilities (EACCID) is designed to assess functional capabilities. Which of the following is a key feature of this tool?
(A) It is a norm-referenced, high-stakes assessment tool designed to rank children with developmental disabilities.
(B) It is a specialized medical genetic screening checklist used in clinical neurological laboratories.
(C) It provides curriculum-linked assessment of functional skills to design IEP goals based on daily living needs.
(D) It measures the physical auditory acuity and hearing thresholds of young children with sensory hearing loss.

63. The Behavioral Assessment Scale for Indian Children with Mental Retardation (BASIC-MR) is divided into Part A and Part B. What do Part A and Part B primarily measure, respectively?
(A) Part A measures general academic intelligence; Part B measures fine and gross physical motor coordination.
(B) Part A measures sensory modulation sensitivity; Part B measures long-term vocational and employment readiness.
(C) Part A measures biological genetic traits; Part B measures physical growth and somatic developmental milestones.
(D) Part A measures adaptive behaviors and functional skills; Part B measures problem and maladaptive behaviors.

64. The Behavioral Assessment Scales for Adult Living - Mental Retardation (BASAL-MR) is specifically designed for which of the following assessment purposes?
(A) The early clinical identification and diagnostic screening of autism in infants and young toddlers under 12 months.
(B) Standardized testing and evaluation of academic literacy and core math skills in public secondary school classrooms.
(C) Assessing functional, vocational, and independent living skills of adults with developmental disabilities for rehabilitation.
(D) Determining appropriate clinical dosages of various psychotropic and behavioral medications for adults in psychiatric clinics.

65. A special educator is conducting an assessment for an 8-year-old student with Autism Spectrum Disorder who displays severe self-injurious behaviors (such as head-banging when presented with academic tasks). The educator administers Part B of the BASIC-MR, which confirms a high score in the "Behavior Problems" domain. To design an effective intervention, the educator conducts a Functional Behavior Assessment (FBA) and discovers that the head-banging consistently occurs when the child is asked to write sentences, and results in the teacher removing the task. What is the most plausible behavioral function of the head-banging behavior, and what is the appropriate pedagogical response?
(A) The function is sensory seeking; the teacher should ignore the physical behavior and firmly continue the academic task.

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subscales based on, and which reference manual does it align with?
(A) It has six subscales (including social, communicative, and repetitive behaviors) aligned with the DSM-5 criteria.
(B) It has five subscales aligned with the ICD-10 clinical diagnostic criteria for Pervasive Developmental Disorders.
(C) It is based on three subscales (Motor, Sensory, and Cognitive domains) aligned directly with modern RCI guidelines.
(D) It is based entirely on the structural developmental stages of Jean Piaget's theory of childhood cognitive development.

54. The Indian Scale for Assessment of Autism (ISAA) was developed by the National Institute for the Mentally Handicapped (NIMH, now NIEPID) to assess and quantify the severity of autism in India. Which of the following options correctly describes its structure and scoring?
(A) It consists of 15 behavioral items rated on a 3-point scale, and is used exclusively for infants aged 18 to 24 months.
(B) It has 200 items covering physical and motor skills only, developed primarily for clinical rehabilitation centers.
(C) It is a qualitative parent-caregiver interview with no quantitative score or severity classification.
(D) It has 40 items in 6 domains on a 5-point scale, where scores above 70 indicate mild, moderate, or severe autism.

55. When assessing the intellectual functioning of a non-verbal or minimally verbal child with Autism Spectrum Disorder, which of the following psychological assessment approaches is most valid?
(A) Relying on the verbal communication subscales of the Wechsler Intelligence Scale for Children (WISC-V).
(B) Using non-verbal tools like Raven's Matrices or the Leiter Scale rather than language-heavy intelligence tests.
(C) Using the standard Binet-Kamath Test (BKT) without making any modifications for verbal response requirements.
(D) Administering a standard school-grade written essay exam to determine overall intellectual and cognitive capacity.

56. Consider the following statements regarding the administration of the Malin's Intelligence Scale for Indian Children (MISIC) to children with Autism Spectrum Disorder:
I. MISIC is an Indian adaptation of the WISC, containing both Verbal and Performance subtests.
II. For a child with ASD who has severe social communication and language deficits, the Verbal IQ obtained from MISIC is the most accurate representation of their non-verbal cognitive potential.
III. The performance subtests of MISIC (such as Block Design and Object Assembly) may reflect the child's spatial strengths, but the highly social nature of the testing situation can still affect performance.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

57. The Psychoeducational Profile, Third Edition (PEP-3) is a specialized assessment tool designed for children with Autism Spectrum Disorder. What is the primary focus and target age range of the PEP-3?
(A) It measures high school vocational and professional transition skills in neurotypical adolescents aged 14 to 18 years.
(B) It is a clinical diagnostic checklist used for infants under 3 months of age to predict the onset of autism.
(C) It is a standardized college-readiness academic examination used specifically for adults with Asperger's Syndrome.
(D) It assesses skills in children aged 6 months to 7 years to assist in designing Individualized Education Programmes (IEPs).

58. The Adolescent and Adult Psychoeducational Profile (AAPEP) is designed to address which of the following areas of assessment for individuals on the autism spectrum?
(A) Vocational, residential, and independent living skills of individuals aged 12 and older for transition planning.
(B) Early childhood developmental milestones, infant sensory processing, and primary primitive motor reflexes.
(C) Standard academic reading comprehension scores for board examinations in public secondary school settings.
(D) Differential clinical psychiatric diagnosis of co-occurring schizophrenia in geriatric and

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by environmental exposures during the first trimester of pregnancy and has no genetic basis.

Which of the statements given above are correct?

(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and IV only

36. Prader-Willi Syndrome (PWS) is a genetic disorder associated with developmental delays. What is the primary genetic etiology of Prader-Willi Syndrome?

(A) Deletion of a specific region on maternal chromosome 15
(B) Trisomy of chromosome 18
(C) Loss of active paternal genes on chromosome 15
(D) Deletion on the short arm of chromosome 5

37. Semantic Pragmatic Disorder (SPD) is a communication impairment that affects how children use language in social contexts. How does SPD primarily differ from Autism Spectrum Disorder?

(A) Children with SPD show pragmatic language difficulties but lack the restricted interests and repetitive behaviors of ASD.
(B) Children with SPD show severe syntactic and grammatical deficits, whereas children with ASD exhibit typical communication.
(C) Children with SPD have no interest in social interactions, whereas children with ASD actively seek relationships.
(D) SPD is classified as a primary motor speech disorder affecting articulation, while ASD is classified as an intellectual disorder.

38. Sensory Integration Disorder, often associated with Jean Ayres' theory, is highly prevalent in children with ASD. What is the difference between "sensory over-responsivity" (sensory avoiding) and "sensory under-responsivity" (sensory seeking)?

(A) Sensory over-responsivity involves a slow reaction to painful stimuli, while under-responsivity involves an acute fear of typical sounds.
(B) Sensory over-responsivity is a psychological behavioral trait, whereas sensory under-responsivity is a physical and motor condition.
(C) Sensory over-responsivity is treated primarily with behavioral medication, whereas sensory under-responsivity requires pediatric surgery.
(D) Over-responsivity involves exaggerated or avoidant reactions to inputs, while under-responsivity involves muted reactions and sensory seeking.

39. Analyze the following assertion (A) and reason (R) statements:

Assertion (A): Under the DSM-5, a child who exhibits deficits in social communication and social interaction, but does not display any restricted, repetitive patterns of behavior, should be diagnosed with Social (Pragmatic) Communication Disorder (SCD) instead of Autism Spectrum Disorder (ASD).

Reason (R): ASD requires the presence of both social-communication deficits and restricted, repetitive, or sensory-motor behaviors, whereas SCD is diagnosed when social communication deficits exist in isolation.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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40. In a special school, a student presents with a genetic diagnosis of Fragile X Syndrome. What physical characteristics is the special educator likely to observe in this child?

(A) Flat facial profile, upslanting palpebral fissures, and a single transverse palmar crease on the hand.
(B) Extremely short stature, low hairline, webbed neck, and a broad, shield-like chest development.
(C) Long, narrow face, prominent forehead, protruding ears, and macroorchidism in post-pubertal males.
(D) Microcephaly, microphthalmia, cleft lip, and polydactyly affecting both upper and lower limbs.

41. In addition to hyperphagia and obesity, what are the primary cognitive and behavioral characteristics of Prader-Willi Syndrome that a special educator must address when planning educational interventions?

(A) Highly social and outgoing personality characterized by advanced communication skills and no significant behavioral issues.
(B) Severe developmental motor delays paired

(B) The function is escape; the teacher should reduce task demands, use visual prompts, and teach requesting a break.
(C) The function is social attention; the teacher should immediately address this by reprimanding the child verbally in class.
(D) The function is access to tangibles; the teacher should provide a favorite toy every time the child exhibits the behavior.

66. The Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) is a criterion-referenced tool widely used for children with ASD. What theoretical framework of language development is the ABLLS-R primarily based upon?
(A) Noam Chomsky's Nativist Theory.
(B) Jean Piaget's Cognitive Constructivism.
(C) Lev Vygotsky's Social Development Theory.
(D) B.F. Skinner's Verbal Behavior analysis.

67. The Behavior Problem Inventory (BPI-01) is a respondent-based rating instrument. What are the three primary subscales of behavior measured by this instrument in populations with intellectual and developmental disabilities?
(A) Self-injurious behavior, stereotyped behavior, and aggressive behavior.
(B) Behavioral hyperactivity, clinical inattention, and cognitive impulsivity.
(C) Academic reading decoding, mechanical writing skills, and spelling accuracy.
(D) Receptive language skills, expressive vocabulary, and vocal articulation errors.

68. Consider the following statements regarding teacher competencies in the identification and assessment of learners with Autism Spectrum Disorder (ASD):
I. Special education teachers must be competent in selecting, administering, and interpreting developmental screening tools such as the M-CHAT.
II. Teachers must be skilled in executing environmental and sensory ecological assessments of the classroom to identify triggers for challenging behavior.
III. Teachers must possess the competency to independently make clinical, medical diagnoses of ASD and prescribe pharmaceutical treatments.
IV. Teachers must be competent in translating assessment results from tools like PEP-3 or FACP into specific, measurable IEP goals and objective lesson plans.
Which of the statements given above are correct?
(A) I, II, and IV only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and III only

69. Which of the following describes the primary characteristic of Curriculum-Based Assessment (CBA) for students with Autism Spectrum Disorder?
(A) Direct, repeated measurement of progress in the taught curriculum, allowing for immediate instructional changes.
(B) It compares the student's individual performance against a national normative sample of typically developing peers.
(C) It is a highly specialized medical brain scan used to determine exact neurological volume in children with autism.
(D) It is an annual standardized achievement test administered under strict, timed conditions without any accommodations.

70. The Quantitative Checklist for Autism in Toddlers (Q-CHAT) is an adaptation of the M-CHAT. What is a key design feature of the Q-CHAT?
(A) It is a screening tool designed specifically for older school-aged children and adolescents above 12 years of age.
(B) It is a structured clinical interview that must be conducted face-to-face by a registered neuro-pediatrician.
(C) It measures physical and somatic developmental milestones like body height, weight progress, and tooth eruption.
(D) It uses a 5-point Likert scale instead of a binary format, capturing a broader range of subtle autistic traits.

71. The Autism Spectrum Screening Questionnaire (ASSQ) is a screening tool specifically designed for which of the following target populations?
(A) Non-verbal infants and young toddlers currently placed in neonatal intensive care units.
(B) High-functioning youth (aged 7 to 16) with suspected ASD, completed by parents or teachers.
(C) Older adults presenting with severe-profound intellectual and physical disabilities.
(D) Typically developing, neurotypical toddlers currently enrolled in preschool settings.

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72. Analyze the following assertion (A) and reason (R) statements:
Assertion (A): The Vineland Social Maturity Scale (VSMS) is often preferred in Indian educational contexts over western standardized adaptive behavior scales for basic developmental profiling.
Reason (R): VSMS has been adapted and standardized on Indian populations, making its items more culturally relevant and accessible for assessing social age and social quotient.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

73. The Infant-Toddler Checklist (ITC), part of the Communication and Symbolic Behavior Scales (CSBS), is used to screen infants. What specific developmental areas does it focus on to detect early signs of ASD?
(A) Gross motor coordination, hand-eye coordination, and physical growth development.
(B) Pre-academic reading decoding, phonetic blending, and early mathematical readiness.
(C) Self-care skills, including toilet training, self-feeding, and independent dressing.
(D) Social communication, eye gaze, gestures, sounds, words, and functional object use.

74. When designing an Individualized Education Programme (IEP) for a student with ASD, how should a special educator utilize norm-referenced versus criterion-referenced assessments?
(A) Norm-referenced tests determine diagnosis and eligibility, while criterion-referenced tests identify specific functional skills to plan instruction.
(B) Norm-referenced assessments must be used because they outline the daily curriculum and behavioral objectives for the child.
(C) Criterion-referenced tests should be avoided in school settings because they fail to compare the child to typical developing peers.
(D) Both types of formal assessments should be ignored, and the IEP must be written based on the special teacher's intuition.

75. In inclusive school, a special education teacher implements a "portfolio assessment" for a student with Autism Spectrum Disorder. What does this assessment strategy involve?
(A) A single, high-stakes summative final exam administered under strict time limits at the end of the academic year.
(B) A purposeful collection of the student's work samples, assessments, and observation data over time showing progress.
(C) A series of standardized cognitive intelligence tests administered in a clinic by an external clinical psychologist.
(D) A daily checklist of negative behaviors used to systematically exclude the student from the general education room.

76. In behavioral intervention, what is the key clinical distinction between a "Functional Analysis" (FA) and a "Descriptive Functional Behavior Assessment"?
(A) Functional Analysis is conducted in natural environments without changes, whereas Descriptive FBA is a clinical medical procedure.
(B) FA systematically manipulates environmental variables to see effects on behavior, while Descriptive FBA records behaviors in natural routines.
(C) Functional Analysis is an assessment completed by teachers, while Descriptive FBA is conducted by licensed medical doctors.
(D) There is no clinical or behavioral distinction between these approaches, as both terms refer to the same checklist.

77. A special educator is preparing to teach an 8-year-old child with ASD how to wash their hands independently. The educator breaks down the complex skill of hand washing into 8 distinct, sequential steps. What is this pedagogical process called?
(A) Task Analysis
(B) Systematic Desensitization
(C) Cognitive Restructuring
(D) Sensory Integration Therapy

78. When using prompting hierarchies in teaching children with Autism Spectrum Disorder, which of the following represents a "least-to-most" prompting sequence?
(A) Full Physical Prompt → Partial Physical Prompt → Model → Verbal Prompt → Independent
(B) Verbal Prompt → Gestural Prompt →

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Model → Partial Physical Prompt → Full Physical Prompt
(C) Full Physical Prompt → Gestural Prompt → Independent → Verbal Prompt
(D) Independent → Full Physical Prompt → Model → Gestural Prompt

79. In behavioral modification, what is the definition of "shaping," and how does it differ from "chaining"?
(A) Shaping is the physical molding of a child's hands during writing, while chaining is the use of mechanical restraints.
(B) Shaping is classified as a behavior reduction or punishment procedure, whereas chaining is a reinforcement technique.
(C) Shaping is used exclusively for academic and cognitive tasks, whereas chaining is used only for teaching social skills.
(D) Shaping reinforces successive approximations of a behavior, while chaining links sequential behaviors to form a skill.

80. Consider the following statements regarding the rights and provisions for individuals with Autism Spectrum Disorder under the Rights of Persons with Disabilities (RPWD) Act, 2016 in India:
I. Autism Spectrum Disorder is officially recognized as a distinct category of disability under the "Intellectual Disability" group.
II. Individuals with ASD who have a minimum of 40% disability are eligible for "benchmark disability" provisions, including reservations in higher education and government jobs.
III. The Act mandates that appropriate governments must ensure that all children with benchmark disabilities between the ages of 6 and 18 have the right to free education in a neighborhood school or in a special school of their choice.
IV. The Act provides for the creation of a National Fund for Persons with Disabilities to support welfare schemes, including those for individuals with developmental disorders.
V. Under the RPWD Act, guardians can apply for "limited guardianship," which is a system of joint decision-making between the guardian and the person with a disability.
Which of the statements given above are correct?
(A) I, II, III, IV, and V
(B) I, III, and V only
(C) II, III, and IV only
(D) I, II, and IV only

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81. In the process of differential assessment, why is it critical to differentiate between Autism Spectrum Disorder (ASD) and an Intellectual Disability (ID) in a young child presenting with developmental delays?
(A) Children with ID have restricted and repetitive interests, while children with ASD do not exhibit them in educational settings.
(B) A child with ID alone shows social skills consistent with their mental age, while a child with ASD shows a disproportionate social deficit.
(C) Children with ASD possess a superior intellectual quotient, while children with ID have a low performance IQ.
(D) ID is classified as a temporary developmental condition that resolves with age, whereas ASD is a progressive, degenerative physical disease.

82. What is the primary clinical difference between Autism Spectrum Disorder (ASD) and Social (Pragmatic) Communication Disorder (SCD) as defined in the DSM-5?
(A) SCD is characterized primarily by severe, generalized motor coordination deficits and physical apraxia, whereas ASD is not.
(B) SCD is diagnosed exclusively in older adults, whereas ASD is diagnosed and identified only in young infants under age two.
(C) Children with SCD are completely unable to speak vocally, whereas children with ASD always possess advanced fluent language.
(D) ASD requires restricted, repetitive behaviors, whereas SCD features social communication deficits without repetitive behaviors.

83. When conducting an assessment of language and communication in a student with ASD, why is it essential to evaluate "pragmatics" separately from "syntax" and "semantics"?
(A) A child with ASD may have intact syntax and semantics but struggle with the social use of language, like turn-taking and topic maintenance.
(B) Pragmatics measures the child's physical lung capacity and vocal air pressure for speech, while syntax measures intellectual capacity.
(C) Pragmatics is considered only relevant and applicable for non-verbal children on the spectrum who use manual sign language systems.
(D) Syntactic structures and semantic vocabulary

understanding are absent across individuals diagnosed on the autism spectrum.

84. A special education teacher assesses a student with ASD's perceptual-motor skills. Why are these assessments essential for educational planning?
(A) Autistic students are motorically identical to their typically developing peers, but require intense psychological motivation.
(B) Perceptual-motor assessment is used primarily to diagnose and identify the underlying genetic chromosomal causes of autism.
(C) Many children on the spectrum display deficits in motor planning, integration, and fine coordination, impacting classroom tasks.
(D) It is a mandatory regulatory requirement used to determine whether the child officially qualifies for a physical wheelchair.

85. A multidisciplinary clinical team in a child guidance clinic is conducting a differential assessment for a 10-year-old child. The child exhibits social isolation, flat affect, eccentric behaviors, and unusual speech patterns. The team is deciding between a diagnosis of Autism Spectrum Disorder (ASD) and Childhood-Onset Schizophrenia (COS). Which of the following diagnostic indicators would most strongly support a diagnosis of Childhood-Onset Schizophrenia over Autism Spectrum Disorder?
(A) Typical early development until age 9, followed by acute onset of hallucinations, delusions, and disorganized thought.
(B) The presence of severe sensory sensitivities and a clear, documented history of restricted interests since toddlerhood.
(C) Deficits in executive functioning, including poor working memory, cognitive rigidity, and lack of spatial planning.
(D) Severe, persistent difficulties with social communication, non-verbal expressions, and conversational reciprocity.

86. Which of the following standardized tools is specifically designed to assess sensory processing patterns and their impact on a child's daily functioning in home and school environments?
(A) Vineland Social Maturity Scale (VSMS)
(B) Childhood Autism Rating Scale (CARS)
(C) Malin's Intelligence Scale for Indian Children (MISIC)
(D) Sensory Profile 2 (Winnie Dunn)

87. During the assessment of a highly anxious or hyper-reactive child with ASD, what critical procedural adaptation should the evaluator implement to ensure the validity of the assessment results?
(A) Administering the assessment in a novel, highly decorated room with many unfamiliar adults to test adaptation capacity.
(B) Testing in a low-stimulus environment, building rapport, using visual schedules, and allowing sensory-motor breaks.
(C) Requiring the child to sit still for three consecutive hours without breaks or visual aids to maintain standards.
(D) Masking all standardized verbal instructions by whispering to determine if the child possesses intact physical hearing.

88. Analyze the following assertion (A) and reason (R) statements:
Assertion (A): Before conducting standardized cognitive and academic assessments on a child with ASD, a comprehensive sensory processing assessment must be conducted.
Reason (R): Unaddressed sensory hypersensitivity (e.g., to fluorescent lights or specific frequencies of sound) can lead to distress and non-compliance during cognitive testing, resulting in an underestimation of the child's actual intellectual capacity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. Under Rehabilitation Council of India (RCI) guidelines, what is the role and professional boundary of a registered Special Educator (ASD) within a multidisciplinary diagnostic and assessment team?
(A) Can independently administer clinical diagnostic interviews, perform psychiatric evaluations, and prescribe medications.
(B) Is restricted to daily classroom management and does not participate in multidisciplinary assessments.
(C) Acts as the primary decision-maker for the child's physical therapy, speech therapy, and medical needs.
(D) Conducts educational and functional

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assessments, contributes observations, collaborates on IEPs, and designs accommodations.

90. When assessing a non-verbal student with ASD for an Augmentative and Alternative Communication (AAC) system, what is the primary goal of the assessment?
(A) To evaluate motor, sensory, cognitive, and communicative skills to select an AAC mode matching their functional needs.
(B) To identify an assistive system that will assist the child to speak vocally within a strict one-week period.
(C) To determine if the child should be placed in an isolated classroom with no communicative contact.
(D) To train the child to manipulate complex academic vocabulary without establishing functional utility.

91. The Picture Exchange Communication System (PECS) is an augmentative communication program. What does Phase I of PECS teach the child to do?
(A) Construct grammatically complete sentences using "I want" or "I see" picture icons on a strip.
(B) Hand a picture of a desired item to a communication partner to exchange it for the actual item.
(C) Discriminate between 50 different detailed picture cards on a standard communication board.
(D) Formulate expressive speech to answer complex social questions about their daily activities.

92. Consider the following statements regarding the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999:
I. It is a landmark piece of Indian legislation that specifically addresses the welfare, legal guardianship, and residential needs of individuals with Autism.
II. It provides for the constitution of Local Level Committees (LLCs) to receive and decide on applications for legal guardianship for persons with autism.
III. Under its welfare schemes, it runs programs like "Niramaya" (health insurance scheme) and "Gharaunda" (group home for adults).
IV. The Act mandates that individuals with autism can be cured of their neurodevelopmental disorder through specialized treatments funded by the trust.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and IV only

93. The National Education Policy (NEP) 2020 emphasizes inclusive education for Children with Special Needs (CWSN). Which of the following matches the NEP 2020 recommendations for accommodating students with neurodevelopmental disorders like ASD?
(A) Providing resource centers, assistive technologies, teacher training, adaptive assessments, and individualized support.
(B) Promoting institutionalization and isolated special schooling models for children diagnosed with autism.
(C) Exempting children with ASD from social skills training, focusing on rote academic classroom memorization.
(D) Requiring all children with ASD to adapt to standard classrooms without any modifications or specialized materials.

94. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory, mandates that State Parties must ensure an inclusive education system at all levels. What are the key implications of this article for students with ASD?
(A) Students with ASD should be educated in isolated, special schools with no access to neurotypical peers.
(B) General education schools retain the legal right to deny admission to students with ASD if they lack specialized staff.
(C) Students must receive reasonable accommodations and support in general education to facilitate learning and development.
(D) Parents must remain responsible for hiring, training, and paying for special educators in regular schools.

95. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, as amended in 2012, contains specific provisions for children with severe or multiple disabilities. Which of the following is correct under this amendment?

NODIA

language abilities and cognitive skills, despite their social challenges. In contrast, Leo Kanner's 1943 description of early infantile autism highlighted significant delays or a complete lack of speech development. This distinction became the historical basis for differentiating between Asperger's syndrome and classic autism in earlier clinical frameworks.

9. (A) Both A and R are true and R is the correct explanation of A
Scientific advancement has thoroughly discredited the theory that cold parenting caused autism, replacing it with a robust neurobiological understanding. Extensive research confirms that autism is a highly heritable neurodevelopmental condition rooted in genetic and biological factors. This modern evidence-based perspective clarifies that the disorder arises from complex brain development processes rather than any specific environmental or maternal psychological influence.

10. (A) They focus deeply on a single interest or task, which makes transitioning between tasks exceptionally difficult.
Monotropism suggests that the autistic mind tends to focus cognitive resources on a narrow range of interests or tasks. This attention tunneling makes shifting focus between activities highly demanding and often distressing for the individual. Understanding this profile allows educators to anticipate difficulties with transitions and recognize that deep engagement is a core aspect of the student's cognitive processing.

11. (B) Autism represents an extreme of the typical male cognitive profile, characterized by hyper-systemizing and hypo-empathizing.
The Extreme Male Brain theory proposes that autism represents an exaggerated version of the typical male cognitive profile. This profile is characterized by a high drive for systemizing, which involves analyzing rules and patterns, alongside a lower drive for empathizing, which involves understanding mental states. This framework attempts to explain the gender imbalance and specific cognitive strengths and weaknesses observed.

12. (A) I, II, and III only
Empathising involves the ability to identify and respond to the mental states of others, while systemizing is the drive to analyze and build rule-based systems. Many individuals on the autism spectrum display a cognitive profile where systemizing abilities are significantly stronger than empathizing skills. Consequently, learning environments that are structured, predictable, and rule-oriented often align better with this specific profile.

13. (A) Executive dysfunction is not unique to autism and does not explain all the core social-communication features of ASD.
Although executive dysfunction is prevalent in autism, it is not a specific marker for the condition, as it also occurs in ADHD and other disorders. Furthermore, while it explains difficulties with planning and flexibility, it does not fully account for the core social-communication impairments. This lack of specificity and comprehensiveness limits its utility as an all-encompassing theory of autism.

14. (C) The child's use of gestures and eye contact to direct another's attention to an object or event to share an experience.
Initiating Joint Attention occurs when a child actively uses non-verbal cues like pointing or gaze shifts to draw another person's focus toward an object or event of interest. The primary goal is the social sharing of an experience rather than simply requesting something. This milestone is frequently delayed or absent in children with autism, impacting early social-communication development.

15. (A) Both A and R are true and R is the correct explanation of A
The inclusion of sensory processing differences in the DSM-5 criteria reflects their significant impact on the daily lives of individuals with autism. Many people on the spectrum experience over-responsivity or under-responsivity to environmental stimuli, which influences their behavior and adaptive functioning. Recognizing these patterns as diagnostic criteria ensures that sensory needs are addressed within clinical and educational support frameworks.

16. (C) Protoimperative pointing
Protoimperative pointing refers to the use of gestures, often combined with eye contact, to request a specific object or action from another person. This type of pointing is essentially a tool for achieving a goal. While children with autism

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ANSWERS

1. (B) It merged autism, Asperger's, and childhood disintegrative disorder into a single spectrum characterized by social communication deficits and repetitive behaviors.
The DSM-5 revision transformed the classification of developmental disorders by combining previously separate categories like Asperger's and childhood disintegrative disorder into a single diagnosis. This shift emphasizes a spectrum approach focusing on two core domains: social communication deficits and restricted, repetitive behaviors. It aims to improve diagnostic consistency across different clinical settings for individuals with varying needs.

2. (D) Lorna Wing and Judith Gould in their clinical study
Lorna Wing and Judith Gould introduced the concept of the triad of impairments in their 1979 study of children in Camberwell. This framework identifies social interaction, social communication, and social imagination as the three core areas of difficulty. Their research was pivotal in broadening the clinical understanding of autism from a rare condition to a spectrum of related disorders.

3. (A) Both A and R are true and R is the correct explanation of A
The Theory of Mind hypothesis suggests that individuals with autism often struggle to recognize that others possess independent mental states, such as beliefs or intentions. This cognitive challenge, termed mindblindness, directly impacts social navigation. Consequently, predicting or interpreting the actions of others becomes difficult because the underlying mental drivers of those behaviors are not intuitively understood or integrated socially.

4. (C) Extreme infantile autistic aloneness paired with an obsessive desire for preserving sameness.
In his seminal 1943 research, Leo Kanner identified two fundamental characteristics of early infantile autism that set it apart from other conditions. He described a profound inability to relate to people, termed extreme aloneness, alongside an intense, obsessive need for environmental consistency. These features remain central to historical and modern descriptions of the behavioral manifestations within the autism spectrum.

5. (A) Executive Dysfunction Theory
Executive function encompasses high-level cognitive processes required for goal-directed behavior, including planning, mental flexibility, and impulse control. A student struggling with transitions, organization, and task initiation demonstrates deficits in these areas. This theory posits that the behavioral and adaptive challenges observed in autism often stem from a fundamental difficulty in managing and regulating these complex cognitive control mechanisms.

6. (D) A processing style bias that privileges local details over global, contextual integration.
Central Coherence Theory describes a specific cognitive style characterized by a focus on individual components rather than the overall context. Individuals with weak central coherence often excel at processing fine details but struggle to integrate this information into a cohesive whole. This perspective helps explain both the unique strengths and the social-communicative challenges frequently observed across the autism spectrum.

7. (C) I and III only
Epidemiological data consistently shows that autism is diagnosed more frequently in males, with an approximate four-to-one ratio compared to females. Diagnostic criteria emphasize that symptoms must appear during the early developmental period. However, these challenges might only become fully apparent later when social requirements surpass an individual's internal capacity to cope or mask their underlying developmental and communication difficulties.

8. (C) Asperger's cases demonstrated intact language and cognitive development, whereas Kanner's cases showed delayed or absent language development.
Hans Asperger's 1944 observations focused on children who possessed relatively intact

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(A) Home-based education is legally mandatory for all children diagnosed with ASD in public school districts.
(B) The government is not responsible for the educational funding of children with developmental disabilities.
(C) All special education services are restricted strictly to children living in large metropolitan cities.
(D) Children with multiple or severe disabilities have the legal right to opt for home-based education.

96. Under the Rehabilitation Council of India (RCI) Act of 1992, which of the following is a legal requirement for any professional working as a Special Educator for children with Autism Spectrum Disorder in India?
(A) They must possess a registered master's degree in general school administration from an accredited college.
(B) They must obtain a formal practicing medical license from the Medical Council of India prior to teaching.
(C) They must be registered with the CRR of the RCI and possess an RCI-approved special education qualification.
(D) They must complete a mandatory minimum of ten years of direct teaching in a general primary school classroom.

97. A child with ASD displays "delayed echolalia" (e.g., repeating lines from a movie script heard three days ago during social interactions). How should a special educator interpret this communicative behavior?
(A) It is non-functional, meaningless verbal noise that must be extinguished through behavioral techniques.
(B) It can serve communication and self-regulatory functions, and should be assessed and shaped into functional speech.
(C) It is a reliable behavioral sign of highly superior reading decoding and advanced semantic comprehension skills.
(D) It clearly indicates that the child is experiencing active visual hallucinations and requires immediate medication.

98. The Sally-Anne Test is a classic psychological paradigm used to assess which of the following cognitive abilities in children?
(A) Fine motor dexterity, motor planning, and hand-eye coordination.
(B) Auditory memory span and short-term recall for nonsense syllables.
(C) Early childhood reading decoding skills and phonetic blending ability.
(D) First-order Theory of Mind, or attributing a false belief to another.

99. When applying Universal Design for Learning (UDL) guidelines to design assessments for a student with ASD in an inclusive classroom, what should the teacher focus on?
(A) Providing multiple means of representation, action and expression, and engagement during the testing process.
(B) Standardizing the testing environment so that all students take the same written exam under identical constraints.
(C) Grading the student with ASD based primarily on their classroom behavior rather than conceptual understanding.
(D) Replacing academic and cognitive assessments with basic, self-care routines and physical checks.

100. A special educator is preparing a transition plan for a 16-year-old student with ASD as part of their IEP. Under the guidelines of the RPWD Act, 2016, which of the following is the most critical component of this transition assessment?
(A) Testing and evaluating the student's early childhood motor reflexes and developmental primitive reactions.
(B) Assessing standardized reading decoding scores using early childhood and infant developmental screening tools.
(C) Evaluating vocational interests, independent living, community mobility, and post-school training opportunities.
(D) Determining the student's eligibility for physical and occupational therapy in a clinical pediatric hospital.

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may sometimes retain this ability, they frequently struggle with protodeclarative pointing, which is intended solely to share interest with another.

17. (B) A complex polygenic model involving multiple de novo mutations and copy number variations.
Current scientific research indicates that the genetic architecture of autism is highly complex and involves many different genes. It is characterized by a polygenic model where various combinations of inherited variations and spontaneous de novo mutations contribute to the condition. This complexity explains the wide variability in symptoms and severity observed across the autism spectrum among different individuals.

18. (A) I, II, III, and IV only
The transition to DSM-5 introduced a two-domain diagnostic model and removed specific subcategories like Rett's Disorder from the autism spectrum. It also replaced age-specific requirements with a broader developmental timeframe and added severity levels based on support needs. These changes reflect an evolving understanding of autism as a unified spectrum with varying manifestations rather than a collection of distinct disorders.

19. (A) No clinically significant delay in language or cognitive development, paired with social deficits and restricted interests.
Under historical frameworks like the DSM-IV-TR, the primary requirement for an Asperger's syndrome diagnosis was the absence of significant delays in early language acquisition and cognitive development. While social deficits and restricted interests were present, the individual's basic verbal and intellectual milestones were met typically. This contrasted with classic autism, which often involved more pronounced early developmental delays.

20. (C) Mutation of the MECP2 gene on the X chromosome
Rett Syndrome is a distinct neurodevelopmental disorder primarily caused by mutations in the MECP2 gene located on the X chromosome. This gene is crucial for normal brain development and the regulation of other genes. The condition typically involves a period of normal early development followed by a significant regression in motor skills, communication, and the onset of stereotypic movements.

21. (A) Both A and R are true and R is the correct explanation of A
Rett Syndrome is predominantly observed in females because the MECP2 mutation is usually lethal in males. Since males possess only one X chromosome, the absence of a functional MECP2 gene leads to severe neurological failure or embryonic death. Females, having two X chromosomes, can survive due to the presence of a healthy gene copy, though they still experience significant developmental challenges.

22. (D) Regression in social, motor, and adaptive skills after at least 2 years of normal development, with onset before age 10.
Childhood Disintegrative Disorder is characterized by a rare and dramatic loss of previously acquired skills in multiple areas, such as language, social function, and motor abilities. This regression occurs after at least two years of completely typical development and usually before the age of ten. This distinct developmental trajectory differentiates it from other forms of autism that manifest earlier.

23. (A) I and II only
Pervasive Developmental Disorder - Not Otherwise Specified served as a diagnostic category for individuals who showed significant social and communication impairments but did not meet the full criteria for other disorders. Often called atypical autism, it was used when symptoms were subthreshold or had an atypical age of onset. Restricted and repetitive behaviors were usually present but might not have met specific requirements.

24. (C) HFA requires a history of early language delay, whereas Asperger's requires normal language development.
In historical clinical practice, the distinction between High-Functioning Autism and Asperger's syndrome rested on early developmental history. High-Functioning Autism was diagnosed if the individual had a history of language delays during early childhood, despite later having an average or above-average IQ. Conversely, Asperger's syndrome required that the child met all early language milestones at the typical age without significant delays.

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57. (D) It assesses skills in children aged 6 months to 7 years to assist in designing Individualized Education Programmes (IEPs).
The Psychoeducational Profile, Third Edition, is a specialized assessment tool designed to identify the unique learning strengths and needs of young children with autism. It focuses on developmental skills and behaviors that are relevant for early childhood education. The results are used directly by teachers and therapists to create individualized goals and instructional strategies within an educational program.

58. (A) Vocational, residential, and independent living skills of individuals aged 12 and older for transition planning.
The Adolescent and Adult Psychoeducational Profile is designed to support transition planning for individuals on the autism spectrum as they move toward adulthood. It focuses on practical skills needed for vocational success, independent living, and community participation. This assessment helps ensure that educational programs for older students are aligned with their long-term goals for autonomy and employment.

59. (B) Antecedent, Behavior, Consequence
The ABC model is a fundamental tool in behavioral assessment used to understand the function of a specific behavior. The antecedent is what happens immediately before the behavior, while the consequence is what happens after. By analyzing these three components, educators can identify the environmental triggers and the reinforcing factors that maintain challenging behaviors, allowing for more effective intervention planning.

60. (B) Social and adaptive functioning
The Vineland Social Maturity Scale is widely used to assess an individual's ability to perform daily activities required for personal and social sufficiency. It measures social age and social quotient across various domains such as self-help, communication, and socialization. This information is critical for understanding a child's level of independence and for setting appropriate functional goals in their educational plan.

61. (A) Both A and R are true and R is the correct explanation of A
The Functional Assessment Checklist for Programming is a valuable tool for special educators because it links assessment directly to curriculum. By evaluating skills in functional domains like self-care and academics, it helps identify exactly what a student can do and what they need to learn next. This criterion-referenced approach ensures that IEP goals are practical, measurable, and relevant to the child's daily life.

62. (C) It provides curriculum-linked assessment of functional skills to design IEP goals based on daily living needs.
The Evaluation and Assessment of Children with Cognitive Impairment and Developmental Disabilities focuses on measuring functional capabilities rather than abstract cognitive scores. Its primary purpose is to help educators design individualized education programs that are rooted in the child's daily living needs. This curriculum-linked approach ensures that the skills being taught are those that will most improve the child's functional independence.

NODIA

63. (D) Part A measures adaptive behaviors and functional skills; Part B measures problem and maladaptive behaviors.
The Behavioral Assessment Scale for Indian Children with Mental Retardation is divided into two distinct parts. Part A focuses on positive, adaptive skills that the child has mastered, such as motor skills and language. Part B identifies maladaptive or problem behaviors that may interfere with learning. Together, these parts provide a balanced view of the student's strengths and the behavioral challenges that require intervention.

64. (C) Assessing functional, vocational, and independent living skills of adults with developmental disabilities for rehabilitation.
The BASAL-MR is specifically designed to evaluate the skills of adults with developmental disabilities in India. It focuses on areas essential for vocational training and independent living, such as community mobility and personal management. This tool is instrumental in rehabilitation settings for identifying an individual's level of support needs and for planning effective transitions into adult life and employment.

65. (B) The function is escape; the teacher should reduce task demands, use visual prompts, and teach requesting a break.
When a behavior consistently results in the removal of a task, its function is likely escape.

33. (B) Precocious word decoding far beyond expectation, paired with difficulties in understanding and using spoken language.
Hyperlexia is defined by an advanced, self-taught ability to decode written words well before the expected age. However, this precocious reading ability is typically accompanied by significant challenges in understanding the meaning of what is read and in using spoken language for social communication. It is frequently observed in children on the autism spectrum as a splinter skill or specialized interest.

34. (D) NVLD features strong verbal skills with poor visual-spatial and motor skills, while ASD involves broader social and behavioral deficits.
Non-Verbal Learning Disability is primarily characterized by a significant discrepancy between strong verbal skills and weak visual-spatial and motor coordination abilities. While individuals with NVLD may struggle with social nuances, their challenges are often more localized to non-verbal processing. In contrast, Autism Spectrum Disorder involves a broader and more pervasive pattern of social-communication deficits and restricted, repetitive behaviors.

35. (A) I, II, and III only
Fragile X Syndrome is a leading genetic cause of intellectual disability, resulting from a mutation in the FMR1 gene. A significant proportion of males with this syndrome also meet the diagnostic criteria for autism. Overlapping features include sensory hypersensitivity, social anxiety, and repetitive motor behaviors like hand flapping. Recognizing these overlaps is essential for providing comprehensive educational and therapeutic support.

36. (C) Loss of active paternal genes on chromosome 15
Prader-Willi Syndrome is caused by the absence of active genetic material in a specific region of the paternal chromosome 15. This can occur through a deletion, uniparental disomy, or an imprinting defect. The condition is characterized by a range of physical, cognitive, and behavioral symptoms, most notably a chronic feeling of hunger that leads to excessive eating and obesity if unmanaged.

37. (A) Children with SPD show pragmatic language difficulties but lack the restricted interests and repetitive behaviors of ASD.
Semantic Pragmatic Disorder describes children who experience significant difficulty with the social use of language and understanding meaning in context. While these communication challenges mirror those seen in autism, children with SPD do not exhibit the restricted interests or repetitive patterns of behavior required for an ASD diagnosis. This distinction is crucial for identifying the most appropriate targeted intervention strategies.

38. (D) Over-responsivity involves exaggerated or avoidant reactions to inputs, while under-responsivity involves muted reactions and sensory seeking.
Sensory over-responsivity involves an exaggerated or painful reaction to typical environmental stimuli, often leading to avoidant or defensive behaviors. In contrast, sensory under-responsivity is characterized by a muted or slow response to inputs, which often prompts the individual to seek out intense sensory experiences to achieve stimulation. Both patterns significantly influence how individuals with autism interact with their physical and social environments.

39. (A) Both A and R are true and R is the correct explanation of A
The DSM-5 established Social (Pragmatic) Communication Disorder as a distinct diagnosis for individuals who have social-communication deficits but do not exhibit repetitive behaviors. Since an ASD diagnosis requires both communication challenges and restricted patterns of behavior, SCD provides a clinical home for those who only meet the first criteria. This ensures that their specific social communication needs are recognized and addressed.

40. (C) Long, narrow face, prominent forehead, protruding ears, and macroorchidism in post-pubertal males.
Individuals with Fragile X Syndrome often exhibit a recognizable pattern of physical features, particularly after puberty. These include a long and narrow facial structure, a prominent forehead, and large, protruding ears. In males, macroorchidism is a common physical marker. Identifying these traits can help educators and clinicians recognize the potential genetic basis for a child's developmental and behavioral profile.

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41. (D) Mild intellectual disability, learning difficulties, skin picking, obsessive behaviors, and severe temper outbursts when food is restricted.
Beyond hyperphagia, individuals with Prader-Willi Syndrome often face mild intellectual disabilities and specific behavioral challenges. These include obsessive-compulsive tendencies, skin picking, and intense temper outbursts, particularly when food access is restricted. Educational interventions must account for these behavioral patterns by providing structured environments, clear boundaries around food, and strategies to manage frustration and promote emotional regulation.

42. (A) Hyperlexia presenting as a symptom of ASD, where precocious reading is accompanied by autistic behaviors and social deficits.
Hyperlexia Type II is specifically used to describe precocious reading decoding skills when they occur as part of the autism spectrum. In these cases, the child's advanced ability to read is accompanied by the core social, communication, and behavioral characteristics of ASD. Understanding this type helps in integrating the child's reading strength into their broader educational and communicative developmental goals.

43. (B) Visual-spatial processing, fine motor writing (dysgraphia), and motor planning (dyspraxia).
Individuals with Non-Verbal Learning Disability typically experience significant challenges in areas that rely on non-verbal processing. This manifests as difficulties with visual-spatial tasks, poor handwriting due to fine motor deficits, and broader issues with motor planning and coordination. While their verbal abilities may be a strength, these perceptual-motor struggles often impact their academic performance and daily living skills significantly.

44. (B) Sensory Over-Responsivity (SOR), Sensory Under-Responsivity (SUR), and Sensory Craving (SC).
Sensory modulation refers to the brain's ability to regulate its responses to sensory input. The three primary patterns include over-responsivity, where responses are too intense; under-responsivity, where responses are too weak; and sensory craving, where the individual actively seeks out more stimulation. Identifying these specific patterns allows for the creation of tailored sensory diets and environmental modifications to support a child's regulation.

45. (A) Using a quiet, structured corner, visual schedules, sensory breaks, and allowing a flexible cushion.
Supporting a student with Fragile X Syndrome requires addressing both their anxiety and sensory sensitivities. A structured environment with clear visual schedules helps reduce transition-related stress. Providing a quiet space and scheduled sensory breaks allows the student to regulate their arousal levels. Using flexible seating can accommodate their physical needs while maintaining engagement in academic tasks within an inclusive or resource setting.

46. (C) Tactile defensiveness (a form of sensory over-responsivity)
Tactile defensiveness is a specific type of sensory over-responsivity where a person has an intensely negative or avoidant reaction to touch. Activities like haircuts, wearing certain fabrics, or unexpected physical contact can trigger extreme distress or aggression. This hypersensitivity to touch can significantly interfere with daily routines and social interactions, necessitating specific accommodations and desensitization strategies in educational and home environments.

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47. (D) CHAT includes parent questions and direct clinical observation, while M-CHAT is a parent questionnaire with no direct observation.
The original Checklist for Autism in Toddlers required both a parent report and a direct observation component by a clinician. The Modified version was designed to be more efficient for broad screening by relying solely on a parent questionnaire. This change allows for faster administration in primary care settings, though it often requires a follow-up interview to confirm results and reduce false positives.

48. (C) A score of 3-7 indicates medium risk; the Follow-Up questionnaire must be administered to clarify the flagged behaviors.
When a child scores in the medium-risk range on the M-CHAT-R, the clinical protocol mandates the administration of the Follow-Up interview. This stage is designed to obtain more detailed information about the specific behaviors that were flagged. If the child continues to score at risk after the follow-up, a referral for

a comprehensive diagnostic evaluation and developmental assessment is warranted.

49. (A) I, II, III, and IV only
The ADOS-2 is a comprehensive, play-based assessment tool that provides a standardized context for observing social communication and repetitive behaviors. It uses different modules tailored to the individual's age and expressive language level, ranging from toddlers to fluent adults. Because it involves direct interaction, it provides objective data that complements historical information gathered from parents during the diagnostic process.

50. (D) A standardized, semi-structured interview for parents or caregivers, focusing on developmental history and current behaviors.
The Autism Diagnostic Interview-Revised is a clinical tool used to gather a thorough developmental history from a child's primary caregiver. It focuses on the three core areas of impairment: reciprocal social interaction, communication, and restricted, repetitive behaviors. When used alongside direct observation tools, it helps clinicians form a comprehensive diagnostic picture by integrating past and present behavioral patterns.

51. (A) It has 15 items rated on a 4-point scale through direct observation and reports, with higher scores showing severity.
The Childhood Autism Rating Scale, Second Edition, is a behavioral rating scale used to identify autism and determine its severity. It consists of fifteen items that cover various developmental domains, which are scored based on clinician observation and parent reports. Higher total scores indicate a greater severity of symptoms, helping professionals differentiate between mild, moderate, and severe manifestations.

52. (A) Both A and R are true and R is the correct explanation of A
Combining the ADI-R and ADOS-2 is considered the gold standard in autism diagnosis because it integrates two different data sources. The ADI-R provides an essential long-term developmental perspective from the caregiver, while the ADOS-2 offers a direct, objective observation of the child's behavior in a controlled setting. Together, they offer a more reliable and valid diagnostic conclusion than either tool alone.

53. (A) It has six subscales (including social, communicative, and repetitive behaviors) aligned with the DSM-5 criteria.
The Gilliam Autism Rating Scale, Third Edition, was updated to align with the diagnostic criteria established in the DSM-5. It includes subscales that measure social communication, social interaction, and restricted or repetitive behaviors. This alignment ensures that the assessment reflects current clinical definitions of autism, making it a valuable tool for both identification and educational planning in school settings.

54. (D) It has 40 items in 6 domains on a 5-point scale, where scores above 70 indicate mild, moderate, or severe autism.
The Indian Scale for Assessment of Autism was developed specifically to provide a culturally appropriate tool for the Indian context. It evaluates forty items across six domains using a five-point rating scale. A total score of seventy or above is used to identify the presence and severity of autism, providing a standardized quantitative measure for clinical and educational use.

55. (B) Using non-verbal tools like Raven's Matrices or the Leiter Scale rather than language-heavy intelligence tests.
Standard intelligence tests often rely heavily on verbal instructions and responses, which can unfairly disadvantage children with autism who have significant communication deficits. To obtain a more accurate measure of their actual cognitive potential, professionals use non-verbal assessments. These tools focus on visual-spatial reasoning and problem-solving without requiring speech, providing a fairer evaluation of the child's underlying intellectual abilities.

56. (B) I and III only
The MISIC is an adaptation of the WISC used in India, comprising both verbal and performance tasks. While the performance subtests like Block Design can reveal a child's spatial strengths, the social nature of the testing environment may still impact their performance. However, for a child with severe language deficits, the Verbal IQ is generally not an accurate measure of their potential.

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25. (D) Rett Syndrome
The clinical profile of an early typical development followed by the loss of purposeful hand skills and expressive language is hallmark for Rett Syndrome. The appearance of stereotypic hand-wringing or washing movements, combined with gait instability, specifically points to this condition. It is a progressive neurodevelopmental disorder that predominantly affects girls and involves significant regression in multiple functional and social domains.

26. (A) Stereotypic hand movements like hand-wringing, squeezing, or clapping during waking hours.
During the regression phase of Rett Syndrome, children lose the functional use of their hands and replace it with persistent, stereotypic movements. These movements, such as hand-wringing, squeezing, or clapping, occur almost constantly during waking hours. This specific motor characteristic is a primary diagnostic indicator and distinguishes the condition from other developmental disorders that may feature different types of stereotypies.

27. (B) Autistic regression involves only fine motor skill deficits, whereas CDD regression involves only gross motor skills.
The timing of skill loss is the primary clinical difference between autistic regression and Childhood Disintegrative Disorder. In typical autistic regression, the loss of language or social skills generally happens between fifteen and twenty-four months of age. In contrast, Childhood Disintegrative Disorder requires a much longer period of normal development, with regression occurring only after at least two years.

28. (B) Individuals with Asperger's have intact verbal working memory but struggle with cognitive flexibility and planning.
Research into executive function profiles indicates that individuals with historical Asperger's syndrome often maintain relatively strong verbal working memory compared to those with lower-functioning autism. However, both groups frequently experience significant challenges with cognitive flexibility and complex planning. These deficits impact their ability to adapt to changes in routines and to organize their thoughts and actions toward achieving long-term goals effectively.

29. (A) Formal, pedantic speech with deficits in reciprocity, metaphors, humor, and non-verbal cues.
Social-communication in Asperger's syndrome is often characterized by a pedantic or overly formal speaking style. While the individual may have a large vocabulary, they typically struggle with the nuances of social interaction, such as understanding humor, sarcasm, or metaphors. Deficits in non-verbal communication and social reciprocity often lead to difficulties in forming and maintaining meaningful peer relationships.

30. (A) Both A and R are true and R is the correct explanation of A
The decision to subsume Asperger's into the broader autism spectrum in the DSM-5 was driven by evidence of inconsistent diagnostic practices. Research indicated that clinicians were often unable to distinguish reliably between the two categories. Furthermore, both conditions share a similar neurodevelopmental basis, suggesting that a single spectrum diagnosis with severity specifiers provides a more accurate and clinically useful framework.

31. (D) It lacked clear boundaries, leading to diagnostic heterogeneity and inconsistent use across clinics.
The primary criticism of the PDD-NOS category was its lack of precise diagnostic criteria, which led to it being used as a catch-all diagnosis. This lack of clarity resulted in significant heterogeneity among individuals receiving the label and inconsistent application across different clinics. These issues contributed to the eventual decision to consolidate the various subcategories into a single spectrum diagnosis.

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32. (C) The male-to-female ratio is higher in the high-functioning range and lower in the intellectual disability range.
Epidemiological studies suggest that the male-to-female ratio in autism varies depending on cognitive ability. Among individuals with high-functioning autism, the ratio of males to females is notably higher. Conversely, in the range of individuals who also have an intellectual disability, the gender gap is narrower. This suggests that females may be under-diagnosed or present differently in higher-functioning groups.

In this case, the child uses head-banging to avoid difficult writing tasks. The most effective pedagogical response is to make the task more accessible through visual supports and to teach the child a more appropriate way to request a break or ask for assistance.

66. (D) B.F. Skinner's Verbal Behavior analysis.
The Assessment of Basic Language and Learning Skills-Revised is built upon B.F. Skinner's analysis of verbal behavior. This framework views language as a learned behavior that can be broken down into functional components, such as mands (requests) and tacts (labels). This approach is particularly effective for designing intensive language interventions for children with autism who are learning to communicate functionally.

67. (A) Self-injurious behavior, stereotyped behavior, and aggressive behavior.
The BPI-01 is a standardized rating instrument designed to measure three specific types of challenging behavior in individuals with developmental disabilities. These include behaviors that cause self-harm, repetitive or stereotyped actions, and aggression toward others. By quantifying the frequency and severity of these behaviors, the tool helps clinicians and educators track progress and evaluate the effectiveness of behavioral interventions.

68. (A) I, II, and IV only
Special educators must possess a range of competencies to support students with autism effectively. These include the ability to use screening tools, conduct environmental and sensory assessments, and translate assessment data into actionable IEP goals. While they are central to the multidisciplinary team, making formal medical diagnoses or prescribing medication is outside their professional scope and remains the responsibility of medical professionals.

69. (A) Direct, repeated measurement of progress in the taught curriculum, allowing for immediate instructional changes.
Curriculum-Based Assessment involves evaluating a student's performance directly on the materials being taught in the classroom. By taking frequent measurements, teachers can see exactly how a student is progressing toward specific educational goals. This real-time data allows for immediate adjustments to instructional methods, ensuring that the teaching remains effective and responsive to the student's individual learning pace and needs.

70. (D) It uses a 5-point Likert scale instead of a binary format, capturing a broader range of subtle autistic traits.
The Quantitative Checklist for Autism in Toddlers improves upon earlier versions by using a Likert scale for responses. This allows parents to indicate the frequency or intensity of specific behaviors rather than just a yes or no. This refined approach helps capture a broader range of subtle autistic traits, potentially improving the tool's sensitivity in identifying children who may require further evaluation.

71. (B) High-functioning youth (aged 7 to 16) with suspected ASD, completed by parents or teachers.
The Autism Spectrum Screening Questionnaire is designed to identify symptoms of autism in school-aged children and adolescents who have average or above-average intelligence. It is often completed by parents or teachers and focuses on the social and behavioral traits that may be more subtle in high-functioning individuals. This tool is particularly useful in educational settings for identifying students who might otherwise be overlooked.

72. (A) Both A and R are true and R is the correct explanation of A
The Vineland Social Maturity Scale is frequently used in India because it has been adapted to the local cultural context. This adaptation ensures that the items used to measure social and adaptive behavior are relevant to the daily lives of Indian children. Consequently, the results provide a more accurate and meaningful assessment of a child's social quotient and developmental progress than non-adapted western tools.

73. (D) Social communication, eye gaze, gestures, sounds, words, and functional object use.
The ITC is a screening tool used to identify early indicators of communication delays and autism in very young children. It focuses on foundational social-communication skills, such as how the child uses their eyes, gestures, and early sounds to interact with others. By monitoring these specific areas, caregivers and professionals can identify children who may benefit from

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training centers

12. Analyze the following statements regarding educational assessment tools:
Assertion (A): Criterion-Referenced Tests (CRTs) are generally more useful than Norm-Referenced Tests (NRTs) for formulating specific instructional goals in an Individualized Education Program (IEP).
Reason (R): CRTs compare a student's performance against predefined mastery criteria or specific skills rather than comparing the student to a peer normalization group.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) is specifically designed to assess language, social skills, and learning barriers in children with ASD. Who developed the VB-MAPP?
(A) Mark L. Sundberg
(B) Carol Gray
(C) Ivar Lovaas
(D) Eric Schopler

14. Aarav is a 7-year-old student with Autism Spectrum Disorder (ASD) in a Grade 2 inclusive classroom. During transition periods (e.g., moving from math class to the library), Aarav frequently screams, flaps his hands, and refuses to move. A Functional Behavior Assessment (FBA) indicates that his behavior is maintained by escape from transition anxiety. Which of the following is the most appropriate proactive curricular adaptation for Aarav?
(A) Restricting Aarav from attending any library sessions to completely avoid the occurrence of stressful environmental transitions
(B) Having the special educator physically transport Aarav to the library prior to other students to minimize any classroom disruptions
(C) Using a visual countdown timer and a "first-then" visual card (e.g., First Math, Then Library) to prepare him ahead of the transition
(D) Reassigning Aarav to a dedicated sensory integration room for the entire duration of both math instruction and library visits

15. The deficit in "Theory of Mind" (ToM) in children with Autism Spectrum Disorder (ASD) directly impacts their ability to:
(A) Retain rote academic facts during complex long-term memory retrieval tasks
(B) Filter and process high-frequency auditory sensations in loud environments
(C) Coordinate fine-motor muscles when holding writing utensils or cutting paper
(D) Understand other people's perspectives, beliefs, feelings, and social intentions

16. Analyze the following statements regarding the design of Social Stories for children with ASD:
Assertion (A): Social Stories developed for children with ASD should predominantly consist of directive sentences rather than descriptive or perspective sentences.
Reason (R): Children with ASD require direct instruction on exact behaviors they must perform in social situations to eliminate any ambiguity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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17. Under the Universal Design for Learning (UDL) framework, providing options for perception (such as tactile graphics, auditory descriptions, and customizable text sizes) is an implementation of which core principle?
(A) Multiple Means of Action and Expression
(B) Multiple Means of Representation
(C) Multiple Means of Engagement
(D) Multiple Means of Self-Regulation

18. Section 3 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, read with its amendments, provides that a child with multiple disabilities or severe disabilities has:
(A) No right to study in regular schools, being restricted to special schools only
(B) The right to admission only in vocational centers run by non-governmental organizations
(C) The right to be exempted from the mandatory 220 school working days without academic assessment
(D) The right to opt for home-based education under the protective umbrella of the Act

severe than would be expected based on their general mental age or cognitive abilities.

82. (D) ASD requires restricted, repetitive behaviors, whereas SCD features social communication deficits without repetitive behaviors.
The key clinical marker that distinguishes Autism Spectrum Disorder from Social (Pragmatic) Communication Disorder is the presence of restricted and repetitive behaviors. Both conditions involve significant challenges with the social use of language and interaction. However, if an individual does not exhibit the repetitive movements, intense interests, or sensory issues characteristic of autism, a diagnosis of SCD is more appropriate according to current criteria.

83. (A) A child with ASD may have intact syntax and semantics but struggle with the social use of language, like turn-taking and topic maintenance.
Evaluating pragmatics is essential because many individuals with autism have well-developed vocabularies and correct grammar but fail to use language effectively in social contexts. They may struggle with conversational rules, such as taking turns, staying on topic, or adjusting their speech for different listeners. Understanding these specific pragmatic challenges allows for the development of social skills interventions that improve their ability to interact naturally.

84. (C) Many children on the spectrum display deficits in motor planning, integration, and fine coordination, impacting classroom tasks.
Many children on the autism spectrum experience challenges with motor planning and coordination that are not always immediately obvious. These perceptual-motor deficits can interfere with their ability to write, use tools, or navigate the physical environment of the classroom. Assessing these skills helps educators identify the need for specific accommodations, such as modified writing tools or occupational therapy, to support the student's academic participation.

85. (A) Typical early development until age 9, followed by acute onset of hallucinations, delusions, and disorganized thought.
Childhood-Onset Schizophrenia is distinguished from autism by the timing and nature of its symptoms. While autism symptoms appear in early childhood, COS typically manifests later after a period of relatively normal development. The emergence of active psychotic symptoms, such as hallucinations or delusions, is a primary indicator of schizophrenia. Differentiating these conditions is critical for ensuring that the child receives the correct medical and psychological treatment.

86. (D) Sensory Profile 2 (Winnie Dunn)
The Sensory Profile 2 is a standardized assessment tool used to evaluate how a child processes sensory information in different environments. It provides information on how sensory input affects the child's daily functioning and behavior. The results help professionals identify specific patterns, such as seeking or avoiding certain stimuli, which is essential for creating effective sensory support plans at home and in school.

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87. (B) Testing in a low-stimulus environment, building rapport, using visual schedules, and allowing sensory-motor breaks.
To ensure that an assessment accurately reflects a child's abilities rather than their anxiety, several procedural adaptations are necessary. Conducting the test in a quiet, low-stimulus room and taking time to build rapport helps the child feel more comfortable. Using visual schedules to provide predictability and allowing for sensory-motor breaks can prevent sensory overload and maintain the child's engagement throughout the testing process.

88. (A) Both A and R are true and R is the correct explanation of A
A sensory assessment is a vital first step because unaddressed sensory issues can severely impact a child's performance on other tests. If a child is distressed by the lights or sounds in the testing room, they may become non-compliant or unable to focus, leading to scores that do not reflect their true cognitive or academic potential. Addressing these needs ensures a more valid and fair assessment.

89. (D) Conducts educational and functional assessments, contributes observations, collaborates on IEPs, and designs accommodations.
Within a multidisciplinary team, the special educator's role is to focus on the child's educational and functional needs. They contribute valuable data through classroom observations and functional assessments, which help inform the overall diagnostic picture. Their primary responsibility is to translate

clinical findings into practical strategies, such as individualized education programs and classroom accommodations that support the student's learning and social development.

90. (A) To evaluate motor, sensory, cognitive, and communicative skills to select an AAC mode matching their functional needs.
The goal of an AAC assessment is to find the communication system that best fits the individual's unique profile of strengths and needs. This involves evaluating their physical motor abilities, sensory processing, cognitive level, and current communication skills. By matching the technology or system to the user, professionals can ensure that the child has a functional and effective way to express themselves and participate in social interactions.

91. (B) Hand a picture of a desired item to a communication partner to exchange it for the actual item.
Phase I of the Picture Exchange Communication System focuses on teaching the foundational concept of social exchange. The child learns that by picking up a picture of a desired item and handing it to a communication partner, they can obtain that item. This phase establishes the basic communicative act and encourages the child to initiate interaction to get their needs met.

92. (A) I, II, and III only
The National Trust Act of 1999 provides essential legal and social support for individuals with autism and other developmental disabilities in India. It established a framework for legal guardianship through local committees and created welfare schemes like Niramaya health insurance and Gharaunda group homes. These provisions are designed to protect the rights and well-being of individuals across their lifespan, particularly those who require significant ongoing support.

93. (A) Providing resource centers, assistive technologies, teacher training, adaptive assessments, and individualized support.
The National Education Policy 2020 promotes the inclusion of children with special needs through several key initiatives. It emphasizes the need for well-equipped resource centers, access to assistive technologies, and specialized training for all teachers. Furthermore, it advocates for flexible and adaptive assessment methods that accommodate the diverse learning profiles of students with neurodevelopmental disorders like autism, ensuring they succeed in inclusive environments.

94. (C) Students must receive reasonable accommodations and support in general education to facilitate learning and development.
Article 24 of the UNCRPD mandates that children with disabilities have the right to access an inclusive, high-quality education on an equal basis with others. For students with autism, this means that schools are legally required to provide reasonable accommodations and individualized support within the general education system. These measures are intended to facilitate the student's full academic and social development alongside their neurotypical peers.

95. (D) Children with multiple or severe disabilities have the legal right to opt for home-based education.
The 2012 amendment to the Right to Education Act recognizes that some children with severe or multiple disabilities may face significant barriers to attending a physical school. Therefore, it provides the legal option for home-based education. This ensures that these children still receive their right to education in a manner that is accessible and appropriate for their specific health and developmental needs.

96. (C) They must be registered with the CRR of the RCI and possess an RCI-approved special education qualification.
To work legally as a special educator in India, individuals must be registered with the Central Rehabilitation Register maintained by the Rehabilitation Council of India. This registration requires the completion of a professional qualification that has been formally approved by the RCI. This regulatory framework ensures that professionals working with children with disabilities meet established standards of training and competence, thereby protecting the quality of services.

97. (B) It can serve communication and self-regulatory functions, and should be assessed and shaped into functional speech.
Delayed echolalia involves the repetition of phrases heard previously and is common in autism. Rather than being viewed as meaningless noise, it should be understood as a potentially

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functional form of communication or a way for the child to regulate themselves. By assessing when and why the child uses these scripts, educators can help transition them toward more flexible and spontaneous use of functional language.

98. (D) First-order Theory of Mind, or attributing a false belief to another.
The Sally-Anne Test is a classic psychological tool used to determine if a child understands that others can have beliefs that are different from their own and different from reality. Successfully passing the test requires the child to recognize a character's false belief. Many children with autism struggle with this task, which provides evidence of challenges in the development of Theory of Mind.

99. (A) Providing multiple means of representation, action and expression, and engagement during the testing process.
Universal Design for Learning encourages the use of diverse methods to assess student knowledge. For a student with autism, this might mean allowing them to demonstrate their understanding through a project or a visual presentation rather than just a written test. By providing multiple ways to engage with the material and express what they have learned, the teacher ensures the assessment is accessible and fair.

100. (C) Evaluating vocational interests, independent living, community mobility, and post-school training opportunities.
As students with autism approach adulthood, their educational planning must shift focus toward their long-term independence. A critical component of transition assessment is identifying the individual's vocational interests and evaluating their skills in areas like community mobility and daily living. This ensures that the final years of their schooling are used to prepare them for successful and meaningful participation in post-school training and employment.

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CHAPTER 27

Curriculum Designing, Adaptation and Evaluation

1. Which curriculum model emphasizes teaching skills that are immediately useful in the student's current environment and likely to be needed in future domestic, vocational, recreational, and community settings?
(A) Developmental Curriculum Model
(B) Functional Curriculum Model
(C) Academic-Remedial Curriculum Model
(D) Standard-Based Curriculum Model

2. Consider the following statements regarding the selection of goals in an Ecological Curriculum for a student with Autism Spectrum Disorder (ASD):
I. Goals are selected based on the student's age-appropriate peer activities in current and future environments.
II. Goal selection requires a systematic analysis of the steps performed by non-disabled peers in the same setting.
III. Goal priorities are determined solely by standardized norm-referenced test scores without ecological evaluation.
Which of the above statement(s) is/are correct?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II and III

3. Under the TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children) framework, what does the principle of "Physical Structure" primarily aim to achieve in a classroom layout?
(A) Organizing the physical space visually to clarify where specific tasks and materials belong
(B) Facilitating social-emotional interaction among peers during unstructured classroom play
(C) Designing a highly sensory-rich environment to stimulate auditory and tactile learning systems
(D) Eliminating structural barriers to foster independent verbal interactions without visual aids

4. Analyze the following statements regarding special education practices:
Assertion (A): Task analysis is highly effective in teaching functional daily living skills to children with Autism Spectrum Disorder (ASD).
Reason (R): Breaking a complex task into smaller, sequential steps reduces cognitive load and provides clear visual and physical prompts at each stage of learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

5. Consider the following statements regarding the tasks involved in the first four phases of the Picture Exchange Communication System (PECS):
I. Phase I: Teaching the child to initiate communication by exchanging a picture of a highly desired item for the item itself.
II. Phase II: Generalizing the exchange by increasing distance to the communication partner and communication book.
III. Phase III: Teaching the child to discriminate between preferred and non-preferred pictures.
IV. Phase IV: Teaching the child to build simple sentences on a sentence strip using an "I want" icon.
Which of the above statement(s) is/are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

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6. When designing a curriculum for a child with Autism Spectrum Disorder (ASD), which of the following defines the "Hidden Curriculum"?
(A) The officially prescribed academic goals, lesson plans, and course objectives mandated by national curriculum boards
(B) The specialized individualized accommodations and related services formally documented within a student's IEP
(C) The vocational transition curriculum designed specifically for high-school students with intensive support needs
(D) The unwritten, informal rules and social expectations that are learned implicitly rather than through direct instruction

7. In inclusive education, what is the fundamental difference between "Accommodation" and "Modification" for a student with a learning disability or ASD?
(A) Accommodation modifies the core academic content and curriculum expectations, while modification only adjusts the delivery of classroom instruction.
(B) Accommodation adjusts how a student accesses information without changing standards, while modification alters the actual learning expectations.
(C) Accommodation is restricted to physical environment changes during board exams, while modification represents modifications to the grading system.
(D) Accommodation represents a clinical therapeutic treatment for sensory needs, while modification is a behavioral intervention used by parents at home.

8. Analyze the following statements regarding classroom environments for students with special needs:
Assertion (A): Students with Autism Spectrum Disorder (ASD) often benefit from a designated "Quiet Zone" or sensory integration corner within an inclusive classroom.
Reason (R): Inclusive classrooms should eliminate all visual and auditory stimuli to ensure that children with sensory processing difficulties do not experience sensory overload.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. Which of the following is NOT a recommended pedagogical practice when teaching a student with Autism Spectrum Disorder (ASD) who exhibits hyper-reactivity to sensory input?
(A) Replacing buzzing fluorescent light tubes with softer incandescent or natural lighting options
(B) Utilizing visual cues to provide advanced warning before sounding loud school transition bells
(C) Providing high-quality noise-canceling headphones during long periods of independent desk work
(D) Forcing the student to maintain continuous direct eye contact during intensive academic tasks

10. Consider the following stages in the process of developing and implementing an Individualized Education Program (IEP) for a student with ASD:
I. Referral and screening for special education services.
II. Comprehensive multidisciplinary educational evaluation.
III. Formulation of measurable annual goals and short-term benchmarks.
IV. Identification of specific special education, related services, and program modifications.
V. Unilateral goal adjustments by the general education teacher without consulting the IEP team.
Which of the above statement(s) is/are correct?
(A) I, II, III and IV only
(B) I, III, IV and V only
(C) II, III, IV and V only
(D) I, II, III, IV and V

11. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, "High Support" is defined as support, which may be physical, psychological, or otherwise, required by a person with benchmark disability for:
(A) Securing specialized government employment quotas and legal exemptions under Section 34 of the RPWD Act
(B) Daily activities, education, healthcare, and social integration as verified by an assessment authority
(C) Obtaining a complete legal exemption from attending standard school evaluations and secondary board exams
(D) Transitioning from inclusive community schools to specialized, segregated residential

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(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

26. Assistive technologies are categorized as low-tech, mid-tech, or high-tech. Which of the following is classified as a "low-tech" communication and learning aid for a child with ASD?
(A) A physical communication board featuring laminated symbols and Velcro tape strips
(B) A dedicated speech-generating communication device with dynamic touch displays
(C) A digital tablet running a specialized AAC application with artificial voice output
(D) An advanced eye-gaze tracking camera system integrated with a desktop computer

27. When selecting social skill goals for the curriculum of a student with ASD, "social validity" refers to:
(A) The statistical reliability and empirical consistency of standard behavioral scales used in assessments
(B) The degree to which targeted social skills are personally useful, practical, and meaningful in natural settings
(C) The overall percentage of typically developing classroom peers who approve of the student's choice of playground games
(D) The direct alignment of behavioral goals with grade-level academic criteria established by the school board

28. Analyze the following statements regarding the Response to Intervention (RTI) framework:
Assertion (A): In the Response to Intervention (RTI) framework, Tier 3 instruction is reserved for intensive, individualized interventions for students who have not responded to Tier 1 and Tier 2 instruction.
Reason (R): Tier 3 intervention involves placing the student in a segregated special school where the standard curriculum is entirely replaced by vocational training.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. Under Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), State Parties must ensure:
(A) An inclusive education system at all levels and lifelong learning focused on developing full human potential
(B) Mandatory specialized residential schooling models designed for all children with visual or auditory impairments
(C) Total administrative exemption of children with complex intellectual disabilities from all state school curricula
(D) Standardized clinical labeling of youngsters displaying developmental delays before primary school registration

30. How does a teacher adapt a curriculum for a child with executive functioning deficits (common in ASD) to help them complete long-term science projects?
(A) Providing a single deadline at the end of the term and requiring the student to independently self-pace their weekly work
(B) Exempting the student from science requirements entirely and replacing the project with a simplified vocabulary memory test
(C) Breaking the project into sequential steps with intermediate deadlines, visual checklists, and structured teacher check-ins
(D) Instructing the parents or primary caregivers to complete the scientific assignments at home to eliminate student anxiety

31. Consider the following accommodations permitted for children with benchmark disabilities during secondary board examinations under the Department of School Education and Literacy (Ministry of Education, Government of India) guidelines:
I. Provision of a scribe or reader.
II. Compensatory extra time of 20 minutes per hour of examination.
III. Permission to use assistive devices such as low-vision aids or calculators (as per specific disability guidelines).
IV. Exemption from all testing, resulting in automatic passing grades without assessment.
V. Flexibility in choosing alternative subjects (e.g., music or home science instead of mathematics).
Which of the above statement(s) is/are correct?

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19. Which national statutory body is legally empowered under its Act of Parliament to regulate and standardize training programs, curricula, and professional registration in the field of rehabilitation and special education in India?
(A) Rehabilitation Council of India (RCI)
(B) National Council for Teacher Education (NCTE)
(C) National Council of Educational Research and Training (NCERT)
(D) National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities

20. Analyze the following statements regarding the planning of a functional curriculum for students with moderate-to-severe intellectual disabilities and ASD:
Assertion (A): Ecological assessment is a critical first step in planning a functional curriculum for adolescent students with moderate-to-severe intellectual disabilities and ASD.
Reason (R): It assesses the student's performance of vital life skills across current and future domestic, vocational, community, and recreational environments.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

21. When a special educator teaches a child with ASD how to wash their hands using backward chaining, the teacher:
(A) Completes all initial steps for the child, prompting and reinforcing only the final step before systematically moving backward
(B) Prompts and reinforces only the first step of the chain, while physically completing all subsequent steps on behalf of the child
(C) Teaches each step of the skill chain in isolation and random order until individual mastery is met across multiple sessions
(D) Verbally explains the full sequence of actions and allows the child to practice the entire task without any manual guidance

22. Consider the following components of an Individualized Education Program (IEP) for a student with Autism Spectrum Disorder (ASD):
I. Statement of the student's present levels of academic achievement and functional performance (PLAAFP).
II. Measurable annual academic and functional goals.
III. A list of medical treatments, prescriptions, and pharmaceutical interventions to be administered by the class teacher.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

23. The National Education Policy (NEP) 2020 recommends the declaration of regions with large populations of educationally disadvantaged groups, including children with disabilities, as:
(A) Segmented Rehabilitation Areas (SRAs)
(B) Special Education Zones (SEZs)
(C) Exclusive Learning Hubs (ELHs)
(D) Protected Inclusive Enclaves (PIEs)

24. Analyze the following statements regarding cooperative teaching models in inclusive education:
Assertion (A): Parallel teaching is a highly collaborative co-teaching model where two teachers split the class into two equal groups to teach the exact same content simultaneously.
Reason (R): Splitting the class reduces the student-teacher ratio, allowing for increased opportunities for student participation and closer monitoring of students with ASD.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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25. Consider the following procedures utilized in conducting a Functional Behavior Assessment (FBA) for a student with ASD who exhibits disruptive behaviors during academic tasks:
I. Indirect assessment via interviews with parents and teachers.
II. Direct descriptive assessment through ABC (Antecedent-Behavior-Consequence) data collection.
III. Formulation of a hypothesis regarding the function of the target behavior.
IV. Immediate implementation of punitive consequences to suppress the target behavior.
Which of the above statement(s) is/are correct?

early intervention services before more formal diagnoses are possible.

74. (A) Norm-referenced tests determine diagnosis and eligibility, while criterion-referenced tests identify specific functional skills to plan instruction.
In the educational planning process, both norm-referenced and criterion-referenced assessments serve distinct roles. Norm-referenced tests are typically used to establish a diagnosis and determine if a child qualifies for special education services by comparing them to peers. Criterion-referenced assessments are then used to identify the specific skills the child has mastered and those they need to learn, providing the basis for IEP goals.

75. (B) A purposeful collection of the student's work samples, assessments, and observation data over time showing progress.
Portfolio assessment is an alternative evaluation strategy that documents a student's learning journey over time. For a student with autism, it can include work samples, photos of completed projects, and teacher observations that highlight progress in social, behavioral, and academic areas. This holistic approach provides a richer and more individualized picture of the student's growth than standardized, one-time tests alone.

76. (B) FA systematically manipulates environmental variables to see effects on behavior, while Descriptive FBA records behaviors in natural routines.
Functional Analysis involves purposefully changing environmental factors to observe their direct effect on a behavior, which helps determine its function with high certainty. In contrast, a Descriptive Functional Behavior Assessment involves observing and recording behaviors as they occur naturally without intervention. While Descriptive FBA is more common in schools, FA provides a more experimental approach to understanding complex or severe behavioral challenges.

77. (A) Task Analysis
Task analysis is the process of breaking down a complex skill into smaller, more manageable steps. For students with autism, this method makes learning new routines, such as hand washing or dressing, much more accessible. By teaching each step sequentially and providing reinforcement, educators can help the student master the entire skill gradually, ensuring that each component is performed correctly and independently.

78. (B) Verbal Prompt → Gestural Prompt → Model → Partial Physical Prompt → Full Physical Prompt
A least-to-most prompting hierarchy begins with the minimum amount of support needed for the child to respond, such as a verbal cue. If the child does not respond, the level of assistance is gradually increased through gestures, modeling, and physical guidance. This approach encourages independence by giving the student the opportunity to perform the task with as little help as possible before more intrusive support is provided.

79. (D) Shaping reinforces successive approximations of a behavior, while chaining links sequential behaviors to form a skill.
Shaping is a technique used to develop a new behavior by reinforcing actions that increasingly resemble the target goal. In contrast, chaining is used to teach a sequence of existing behaviors that together form a complex skill. While shaping focuses on the form of a single behavior, chaining focuses on the order and integration of multiple steps within a larger task or routine.

80. (A) I, II, III, IV, and V
The RPWD Act of 2016 significantly expanded the rights of individuals with autism in India. It recognizes autism as a distinct disability and provides for benchmark disability benefits like education and employment reservations. The Act also ensures the right to free education up to age eighteen and introduces the concept of limited guardianship, which promotes autonomy and supported decision-making for adults with disabilities.

81. (B) A child with ID alone shows social skills consistent with their mental age, while a child with ASD shows a disproportionate social deficit.
Differentiating between autism and intellectual disability is crucial for providing the right support. A child with an intellectual disability typically displays social and communication skills that are in line with their overall cognitive level. However, a child with autism shows social-communication impairments that are much more

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(A) I, II, III and V only
(B) I, II, IV and V only
(C) I, III, IV and V only
(D) I, II, III and IV only

32. Analyze the following statements regarding prompting strategies in special education:
Assertion (A): When implementing a systemic prompt hierarchy in curriculum teaching, special educators must plan for systematic "prompt fading".
Reason (R): Failure to fade prompts can lead to "prompt dependency", where the student with ASD will not perform the target skill unless cued by an instructor.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

33. The Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) is a criterion-referenced assessment tool that focuses on:
(A) Quantifying global intelligence quotients (IQ) and overall cognitive capabilities of typically developing children
(B) Assessing 25 skill areas including receptive language, imitation, and functional skills for children with ASD
(C) Screening young infants and toddlers to identify potential motor, physical, or sensory developmental delays
(D) Formally diagnosing clinical emotional disorders and chronic generalized anxiety in children with learning deficits

34. Rahul, an 8-year-old child with ASD, has trouble during morning assembly. The loud national anthem and crowding make him cover his ears, scream, and bolt. The school team wants to design an intervention that aligns with inclusive principles. Which of the following adaptations is most appropriate?
(A) Exempting Rahul from attending morning assemblies entirely and keeping him isolated in the counselor's office during that time
(B) Requiring Rahul's mother to attend school daily to physically restrain him during the assembly and prevent any bolting behaviors
(C) Directing school administrators to reduce the volume of the microphone and speaker system to a near-whisper for all attendees
(D) Allowing Rahul to use noise-canceling headphones, stand near the exit line, and follow a brief visual schedule of assembly events

35. A special educator applies the "Premack Principle" to increase a child's engagement in math worksheet completion. Which of the following is an example of this principle?
(A) Instructing the child to complete five math equations first before getting access to a preferred toy
(B) Providing a tangible token reward to the child immediately after they write down a correct math answer
(C) Removing the math paper when the student exhibits disruptive behavior to prevent reinforcing escape actions
(D) Demonstrating the step-by-step solution of a math equation aloud so the student can copy the behavior

36. Analyze the following statements regarding collaborative consultation in inclusive education:
Assertion (A): Collaborative consultation between a general education teacher and a special education teacher is vital for the successful implementation of an adapted inclusive curriculum.
Reason (R): Special educators possess expertise in developmental disabilities, while general education teachers understand core curriculum content standards and classroom pacing.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

37. What does the term "Universal Design for Learning (UDL)" imply in the context of curriculum development?
(A) Creating a flexible curriculum with built-in alternatives to support diverse learners from the outset without retrofitting
(B) Designing highly specialized academic programs exclusively for students with severe physical impairments within special schools
(C) Standardizing state-level evaluations so that all children with developmental disabilities take the same tests under identical rules
(D) Translating standard textbooks into multi-

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93. The Adaptive Behavior Assessment System (ABAS) is primarily used during special education evaluations to measure:
(A) Daily living and adaptive skills across conceptual, social, and practical domains
(B) Scholastic aptitude, logical reasoning, and academic achievements in math and science
(C) Severity of neurological motor tremors and balance issues in children with cerebral palsy
(D) Overall visual acuity, binocular tracking, and peripheral vision fields in low-vision cases

94. Sneha is a 10-year-old student with ASD who exhibits hyperlexia. She can read Grade 7 science texts with absolute phonological fluency but scores at Grade 1 level on reading comprehension assessments. Which of the following is the most appropriate curricular accommodation for Sneha during science class?
(A) Restricting Sneha's reading to early primary picture books while exempting her from middle-school science tasks
(B) Allowing Sneha to read Grade 7 text aloud to the entire class without conducting any comprehension checks
(C) Using graphic organizers, visual supports, and vocabulary pre-teaching to clarify scientific conceptual meaning
(D) Hiring an academic scribe to read all science exam passages aloud to Sneha during her standard school evaluations

95. "Power Cards" are an evidence-based visual strategy used for children with ASD. They involve:
(A) Specialized flashcards containing high-frequency vocabulary words used for rote drills during daily discrete trials
(B) Structured token charts tracking points or stars that are subsequently redeemed for tangible classroom privileges
(C) Regulatory quick-reference cards explaining legal rights, protections, and mandates under current disability acts
(D) Small cards utilizing a child's special interest to model positive social behaviors and resolve daily classroom issues

96. What is the benefit of using "Task-based evaluation" (performance-based assessment) over standard paper-and-pencil testing for evaluating functional kitchen safety skills in a transition curriculum?
(A) It significantly reduces overall preparation time and administrative efforts required by special educators
(B) It yields a standardized, norm-referenced performance quotient that compares children with national peers
(C) It measures real-time safety application directly, which reduces language and reading demands of written exams
(D) It allows classroom peers to easily grade individual kitchen skills using simple subjective rubric sheets

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97. According to inclusive design and classroom acoustics guidelines, what is the maximum recommended ambient noise level inside an unoccupied inclusive classroom to support children with auditory processing deficits?
(A) 35 dB(A)
(B) 55 dB(A)
(C) 65 dB(A)
(D) 75 dB(A)

98. The Developmental, Individual-Difference, Relationship-Based (DIR/Floortime) model focuses on:
(A) Teaching standard academic skills through highly repetitive, intensive behavioral drills and paper-and-pencil worksheets
(B) Diagnosing clinical physical motor coordination difficulties using standardized, laboratory-based functional assessments
(C) Creating post-secondary vocational training and community employment pathways for young adults with physical impairments
(D) Promoting emotional growth, socialization, and cognitive thinking by joining the child's natural play interests

99. In the context of socio-cultural learning theory, when a special education teacher provides structured, temporary assistance to a student with ASD as they learn a new curriculum task, and gradually removes the support, this process is known as:
(A) Scaffolding
(B) Operant Conditioning
(C) Self-Regulation
(D) Classical Conditioning

100. In India, under the guidelines for implementing inclusive education, how often should a comprehensive, multidisciplinary review/ evaluation of a student's Individualized Education Program (IEP) be conducted?

or lost
(D) A backup special educator who takes over classroom duties when the primary teacher is absent

45. Consider the following factors an IEP team should evaluate when designing an effective visual schedule for a child with ASD in an inclusive setting:
I. The student's cognitive representation level (e.g., real objects, photographs, line drawings, or written words).
II. The physical location and accessibility of the schedule throughout the school day.
III. The length of the schedule (e.g., representing the entire day at once versus part of the day).
IV. The mechanism for showing that a task is finished (e.g., turning the card over, placing it in a "finished" box).
Which of the above statement(s) is/are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

46. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, how is "barrier" defined?
(A) Any physical wall, locked gate, or structural architectural feature that prevents direct entry to public or school buildings
(B) Any diagnosed medical or neurological condition that cannot be fully resolved or cured through standard clinical interventions
(C) Any environmental, physical, attitudinal, or structural factor hampering the full, active participation of disabled individuals
(D) The systemic shortage of qualified, registered special education teachers possessing valid national professional credentials

47. The National Education Policy (NEP) 2020 advocates for "Equitable and Inclusive Education" by ensuring that all children with disabilities have access to:
(A) Specialized, segregated residential institutions located within every regional block of the country
(B) Home-based individual tutoring sessions serving as the primary compulsory educational pathway
(C) Standard general education classrooms devoid of any specialized pedagogical modifications or supports
(D) Regular schools offering appropriate individualized supports, assistive tools, and adapted curriculum

48. In Discrete Trial Training (DTT), a structured instructional methodology often used for children with ASD, what is the correct sequence of a single learning trial?
(A) Prompt → Discriminative Stimulus (Sd) → Response → Feedback → Intertrial Interval
(B) Response → Reinforcing Stimulus → Discriminative Stimulus (Sd) → Intertrial Interval
(C) Discriminative Stimulus (Sd) → Prompt (if needed) → Response → Reinforcing Stimulus / Consequence → Intertrial Interval
(D) Discriminative Stimulus (Sd) → Response → Prompt → Reinforcing Stimulus → Intertrial Interval

49. Established guidelines for writing Social Stories recommend a specific ratio of sentence types. What is the fundamental principle regarding the balance of sentences in a Social Story?
(A) The story must utilize directive sentences exclusively to command exact compliance during daily routines
(B) The story must emphasize descriptive sentences explaining social contexts, with minimal directive lines
(C) The number of directive or control sentences must precisely equal the total count of descriptive lines
(D) The story should consist entirely of hypothetical perspective scenarios and reflective inquiry prompts

50. Consider the following potential principles under the Universal Design for Learning (UDL) Guidelines:
I. Provide Multiple Means of Engagement.
II. Provide Multiple Means of Representation.
III. Provide Multiple Means of Action and Expression.
IV. Provide Multiple Means of Segregated Instruction.
V. Provide Multiple Means of Standardized Evaluation.
Which of the above statement(s) is/are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and V only
(D) I, III and IV only

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51. What is the primary operational difference between "Shaping" and "Chaining" in teaching skills to children with special needs?
(A) Shaping reinforces progress towards a single target behavior, while chaining connects discrete behaviors to complete a complex task
(B) Shaping focuses on linking individual steps in sequential order, while chaining shapes a single behavioral response over time
(C) Shaping is exclusively utilized for scholastic academic tasks, while chaining is reserved for teaching daily gross motor routines
(D) Shaping relies strictly on verbal instructions and visual charts, while chaining necessitates direct manual physical guidance

52. When designing a curriculum, an "Ecological Inventory" is a process where the teacher:
(A) Identifies and documents the natural botanical plants and animal wildlife around the school campus
(B) Calculates a student's cognitive capabilities using a standard standardized intelligence questionnaire
(C) Analyzes the environmental and task demands of a specific setting to determine the skills a student needs
(D) Evaluates overall ambient acoustic levels within study environments using specialized sound equipment

53. Curriculum-Based Measurement (CBM) is characterized by which of the following features?
(A) It utilizes frequent, direct measures of student progress based on the specific academic curriculum taught
(B) It is a standardized assessment given once a year to compare educational rankings of school districts
(C) It consists of a subjective parent-completed checklist to document development across natural settings
(D) It serves as a specialized clinical tool used by neurologists to identify distinct genetic subtypes of ASD

54. Priya is a 9-year-old student with ASD who is highly sensitive to the high-frequency buzzing sound of fluorescent lights and the scraping of chair legs on the tile floor. In an inclusive classroom, she often displays escape-motivated behaviors like running to the door during independent seatwork. Which of the following environmental adaptations should the teacher implement first?
(A) Placing Priya's study desk immediately adjacent to the exit doorway so she can leave easily without disrupting classmates
(B) Asking the school administrators to play constant white noise or music over classroom speakers to mask auditory distractions
(C) Mandating that Priya complete all core academic assignments at a private individual desk positioned in the school hallway
(D) Adding felt pads to all chair legs, utilizing natural lighting, and providing headphones during independent desk tasks

55. During Phase III of the Picture Exchange Communication System (PECS), what is the primary learning objective for the child?
(A) Learning to travel long physical distances to retrieve a communication book from a storage shelf
(B) Learning to visually discriminate between highly preferred and non-preferred item pictures
(C) Constructing multi-word sentences on a plastic strip using carrier phrases and descriptive icons
(D) Spontaneously initiating transactions with unfamiliar communication partners across various locations

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56. Section 13 of the Rehabilitation Council of India (RCI) Act, 1992, states that no person other than a registered rehabilitation professional shall practice or deliver services. Any person who acts in contravention of this provision shall be punished with:
(A) A simple warning from the local education department
(B) Permanent cancellation of their general school teacher registration certificate
(C) Imprisonment for a term which may extend to six months, or with a fine, or with both
(D) Transfer to a non-teaching administrative post within the state government

57. In an inclusive classroom, a "Portfolio Assessment" is highly beneficial for evaluating children with ASD because it:
(A) Generates a standardized percentage score designed to rank the student against national age-equivalent peers
(B) Uses structured multiple-choice exams exclusively to remove physical writing and

handwriting demands
(C) Can be developed and maintained by the student independently without direct guidance from special educators
(D) Gathers longitudinal work samples over time to track learning progress and adaptations in a naturalistic way

58. Which of the following is a CORRECT pair matching a curricular/classroom adaptation with the specific need of a child with ASD?
(A) Visual Boundary (e.g., colored tape) – Defines personal boundaries and identifies specific activity spaces
(B) Slanted Writing Board – Assists with fine motor fatigue and supports proper physical posture during pencil tasks
(C) FM Radio Transmitter – Enhances verbal communication clarity during loud, unstructured school cafeteria breaks
(D) Braille Tactile Graphic – Resolves auditory filtering deficits by presenting spoken lectures in a raised format

59. The TEACCH program, which pioneered the concept of "Structured Teaching" for individuals with Autism Spectrum Disorder, was developed in the early 1970s at which institution?
(A) Harvard University
(B) University of North Carolina at Chapel Hill
(C) University of California, Los Angeles (UCLA)
(D) Stanford University

60. The "Weak Central Coherence" theory in ASD suggests that individuals have a detail-focused processing style, often missing the "big picture". How should a teacher adapt reading comprehension activities to accommodate this processing style?
(A) Excluding all visual organizers, outline templates, or semantic mind maps from reading comprehension activities
(B) Teaching summarizing strategies and using visual story-maps to explicitly identify and connect central concepts
(C) Assigning long, unstructured novels featuring dense metaphorical writing without providing study guides or summaries
(D) Evaluating literacy comprehension through rote, written vocabulary spelling assessments of isolated story words

61. Under Section 16 of the Rights of Persons with Disabilities (RPWD) Act, 2016, local authorities and government-funded educational institutions must provide which of the following services to children with disabilities?
(A) Inclusive school environments, free education up to 18 years, and individualized accommodations
(B) Segregated specialized schools for all students diagnosed with any benchmark-level disability
(C) Free clinical medical therapies and corrective surgeries for any physical or sensory impairment
(D) Full administrative exemption from studying standard national curriculum frameworks and exams

62. The Childhood Autism Rating Scale, Second Edition (CARS-2) is primarily used in educational and clinical settings to:
(A) Assessing literal and inferential academic reading comprehension levels of primary school children
(B) Evaluating potential vocational readiness and employment skills of youth with motor impairments
(C) Identifying Autism Spectrum Disorder and determining severity levels through direct behavioral observation
(D) Measuring overall sensory hearing loss in decibels for children suspected of auditory impairments

63. Video Modeling is an evidence-based practice for teaching academic, social, and functional skills to children with ASD. What does "Video Self-Modeling" specifically involve?
(A) The student watching a video of a popular cartoon character performing the target skill
(B) The teacher recording a live video of a peer performing a target skill and showing it to the class
(C) The student recording their own behavior during an emotional meltdown to analyze it later
(D) The student watching an edited video of themselves successfully performing the target skill

64. When designing a transitional curriculum for an adolescent student with ASD, "Self-Determination" skills focus on teaching the student to:

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sensory formats like Braille or sign language without modifying instructional methods

38. Which of the following evaluation methods is most suitable for tracking daily, incremental progress of a student with ASD on their specific IEP goals?
(A) Administering standardized, norm-referenced academic tests at the end of each school year
(B) Conducting formal, summative oral exams scheduled at the conclusion of each academic term
(C) Distributing peer-evaluation surveys to classmates upon the completion of a curriculum unit
(D) Recording direct, daily systematic data collection on specific behavioral and learning goals

39. The Functional Assessment Checklist for Programming (FACP), developed by the National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID, formerly NIMH), divides the curriculum into which of the following five domains?
(A) Reading, Writing, Arithmetic, Drawing, Social Skills
(B) Personal, Social, Academic, Occupational, Recreational
(C) Motor, Sensory, Cognitive, Linguistic, Vocational
(D) Self-Care, Independence, Communication, Vocational, Leisure

40. Analyze the following statements regarding visual supports for students with Autism Spectrum Disorder (ASD):
Assertion (A): Visual supports (such as pictograms, visual schedules, and checklists) are essential curricular modifications for most children with Autism Spectrum Disorder (ASD).
Reason (R): Individuals with ASD often process visual-spatial information more efficiently than transient auditory-verbal instructions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. When evaluating a student with ASD, "Ecological Validity" of an assessment tool refers to:
(A) The extent to which the testing materials are manufactured from sustainable, non-hazardous physical resources
(B) The mathematical variance of student scores when standardized evaluations are conducted in outdoor environments
(C) The degree of alignment between specific test questions and national public health and environmental science guidelines
(D) The degree to which assessment outcomes accurately reflect a student's performance in natural, daily environments

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42. Consider the following characteristics of a "Functional Curriculum":
I. It focuses on chronological age-appropriate skills.
II. It prioritizes academic skills like algebra and Shakespearean literature over community living skills.
III. It emphasizes skills that, if not performed by the individual, must be performed for them by someone else.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

43. Identify the CORRECT pair matching a type of prompting strategy with its description:
(A) Visual Prompt – Physically guiding the student's hand to complete a task.
(B) Modeling – Demonstrating the correct behavioral or academic response for the student to imitate.
(C) Verbal Prompt – Pointing to the material or tapping the desk to indicate where a student should write.
(D) Physical Prompt – Giving a spoken hint or repeating the instruction using simpler vocabulary.

44. When setting up a "Token Economy" as a behavioral and curricular reinforcement system in an inclusive classroom, what is the critical function of the "backup reinforcer"?
(A) A secondary behavioral intervention plan deployed immediately when the primary system fails
(B) The preferred item or activity that a student can purchase with their accumulated tokens
(C) A formal verbal warning delivered to a student before earned tokens are confiscated

(D) Presenting paired items or concrete pictograms to evaluate knowledge through systematic choices

71. In Peer-Mediated Instruction and Intervention (PMII), how does the teacher utilize peers to support a student with ASD within the inclusive curriculum?
(A) Peers are trained to act as student evaluators who grade academic homework assignments for the child with ASD
(B) Typically developing peers are trained to initiate interactions and model social communication with the classmate
(C) Peers are assigned to sit adjacent to the student to manually guide their pencil during daily writing lessons
(D) Peers are expected to explain clinical diagnostic traits of ASD to the entire student body during school assembly

72. What is the final step in performing a "Task Analysis" for a self-care skill like brushing teeth?
(A) Documenting the specific biographical and demographic profile details of the student with ASD
(B) Standardizing clinical and diagnostic criteria of target behaviors across clinical manuals
(C) Verifying accuracy by performing the skill or observing a peer complete it in natural settings
(D) Applying a continuous primary reinforcement schedule consistently across all community settings

73. The Social Communication Questionnaire (SCQ) is a screening tool used to identify children who may have ASD. It is completed by parents or primary caregivers and is based on which diagnostic tool?
(A) Wechsler Intelligence Scale for Children (WISC)
(B) Stanford-Binet Intelligence Scales
(C) Vineland Adaptive Behavior Scales
(D) Autism Diagnostic Interview-Revised (ADI-R)

74. Amit is an 8-year-old student with ASD in an inclusive Grade 3 class. During silent reading, Amit often engages in hand-flapping and makes high-pitched humming sounds. A Functional Behavior Assessment reveals that this behavior provides sensory self-stimulation (automatic reinforcement). Which of the following is the most appropriate proactive replacement behavior or curricular accommodation?
(A) Teaching Amit to use a quiet hand-fidget and providing headphones with soft, instrumental music during silent reading
(B) Relocating Amit to an isolated, low-stimulus sensory room for the entire duration of the daily classroom reading lessons
(C) Delivering a firm, high-volume verbal reprimand to explain that humming behaviors are not socially acceptable in school
(D) Restricting Amit's individual reading materials to simplified, low-level picture books that fall below his cognitive abilities

75. In special education curriculum planning, a "Discrepancy Analysis" is used to:
(A) Calculate financial allocation variances across a local school district's specialized education budget
(B) Compare a student's task performance step-by-step with a peer to pinpoint exactly where learning breaks down
(C) Verify specific deviations in overall intelligence scores obtained across distinct cognitive evaluations
(D) Assess administrative differences in professional teaching credentials across various national school boards

76. The National Curriculum Framework for School Education (NCF-SE) 2023 emphasizes which of the following approaches to ensure curricular accessibility for diverse learners?
(A) Establishing separate academic pathways early in primary school for children displaying developmental delays
(B) Utilizing flexible pathways, multidisciplinary options, and integrated accommodations across assessments
(C) Standardizing all textbook and learning materials to eliminate the instructional need for regional adaptations
(D) Requiring compulsory registration of disabled children within specialized, non-formal alternative learning centers

77. In the context of Functional Behavior Assessments (FBA), what is "Functional Analysis"?
(A) Manipulating environmental factors systematically to experimentally determine the function of a target behavior
(B) Compiling a detailed descriptive narrative

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(A) Master complex algebraic principles required for enrolling in university-level programs
(B) Sit quietly for extended periods without seeking sensory breaks or using communication cards
(C) Make independent choices, self-advocate, set personal goals, and take responsibility
(D) Rely completely on primary caregivers to make all major vocational and residential decisions

65. Consider the following indicators that a school team should measure when evaluating the success of a curricular adaptation in an inclusive classroom for a child with ASD:
I. The student's rate of active, meaningful participation in classroom activities.
II. The student's progress toward achieving their specific IEP goals.
III. The degree to which the student's reliance on intensive personal prompts has decreased.
IV. The total elimination of all developmental and sensory characteristics associated with ASD.
Which of the above statement(s) is/are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

66. In special education, how does "Dynamic Assessment" (based on the concept of the Zone of Proximal Development) differ from static standardized testing?
(A) Restricting all active communication and feedback between the evaluator and student during testing
(B) Conducting assessments across multiple natural settings over a period of several academic months
(C) Evaluating primitive physical motor reflexes rather than assessing cognitive or linguistic progress
(D) Utilizing a test-teach-retest format to evaluate student responsiveness to guided instructions

67. The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, is unique because it specifically addresses which of the following groups of developmental disabilities?
(A) Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities
(B) Blindness, Low Vision, Leprosy Cured, Hearing Impairment
(C) Locomotor Disability, Muscular Dystrophy, Specific Learning Disabilities, Acid Attack Victims
(D) Speech and Language Disability, Mental Illness, Chronic Neurological Conditions

68. In Phase I of the Picture Exchange Communication System (PECS), how many adults are ideally required to conduct the training session, and what are their respective roles?
(A) One adult, who serves concurrently as both the interactive communication partner and the physical prompting assistant
(B) Three professionals: a general classroom teacher, a specialized educator, and a licensed speech-language pathologist
(C) Two adults: one interactive communication partner and one physical prompter guiding hand movements from behind
(D) Two assistants: one who physically holds the child's hands and another who speaks the target vocabulary words aloud

69. Section 32 of the Rights of Persons with Disabilities (RPWD) Act, 2016, mandates that all government institutions of higher education and other higher education institutions receiving aid from the government shall reserve not less than:
(A) Three percent of seats for persons with benchmark disabilities
(B) Four percent of seats for persons with benchmark disabilities
(C) Five percent of seats for persons with benchmark disabilities
(D) Six percent of seats for persons with benchmark disabilities

70. When conducting a curriculum-based assessment for a non-verbal student with ASD who cannot point or write, which evaluation adaptation is most effective for determining their preference or knowledge?
(A) Requiring the use of standard computer keyboards lacking customized accessibility software
(B) Administering a standard written test and assigning score failures for non-verbal responses
(C) Organizing a group spelling bee to evaluate the student's receptive vocabulary listening skills

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(A) Offering deeper, more complex academic activities within standard lessons for students mastering core goals quickly
(B) Adjusting the complexity of general education content downward to correspond with a lower developmental age
(C) Substituting standard academic coursework with functional, non-scholastic vocational living skills training
(D) Distributing monetary bonuses to specialized teachers who design adapted instructional learning sheets

86. Which of the following represents an "Authentic Assessment" approach for evaluating a student's vocational shopping skills in a functional curriculum?
(A) Administering written multiple-choice examinations about grocery items and store safety rules within a resource room
(B) Asking primary caregivers to rate their child's projected shopping abilities on a standardized subjective Likert scale
(C) Directing the student to watch instructional videos of grocery visits and answer a series of verbal true/false questions
(D) Evaluating the student directly inside a grocery store as they select items, pay, and converse with cashiers

87. When using cooperative learning structures in an inclusive classroom containing a student with ASD, the teacher should:
(A) Place the child with ASD in a group, assuming they will absorb necessary communication skills passively
(B) Assign specific structured roles to each team member, including the student with ASD, with visual scripts
(C) Seat the student at an isolated individual desk to complete independent work while peers complete group tasks
(D) Mandate that the student with ASD serves as the primary spokesperson and presenter for all joint projects

88. The concept of the "Least Restrictive Environment" (LRE) implies that:
(A) Enrolling all children with disabilities in separate specialized schools to eliminate general classroom distractions
(B) Allowing students total freedom to select their own academic programs and daily school attendance times unsupervised
(C) Educating children with disabilities alongside typically developing peers to the maximum extent feasible with supports
(D) Removing academic evaluation standards entirely to ensure students with special needs never face scholastic failure

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89. Under the Right to Education (RTE) Act, 2009, Section 26, the vacancy of teachers in any school established under the Act shall not exceed:
(A) Five percent of the total sanctioned strength
(B) Ten percent of the total sanctioned strength
(C) Fifteen percent of the total sanctioned strength
(D) Twenty percent of the total sanctioned strength

90. Pivotal Response Treatment (PRT) is a naturalistic behavioral intervention developed for children with ASD. It focuses on targeting "pivotal" areas of development. Which of the following is considered one of these pivotal areas?
(A) Motivation to communicate and self-initiate
(B) Rote spelling retention
(C) Fine motor writing control
(D) Strict adherence to rigid classroom schedules

91. Which of the following conditions is categorized under "Specific Learning Disabilities" (SLD) in the Schedule of the Rights of Persons with Disabilities (RPWD) Act, 2016?
(A) Autism Spectrum Disorder and Asperger's Syndrome
(B) Dyslexia, Dysgraphia, and Dyscalculia
(C) Cerebral Palsy and Muscular Dystrophy
(D) Multiple Sclerosis and Parkinson's Disease

92. Which of the following adaptation strategies is NOT recommended when designing art or science curriculum activities for a student with ASD who displays "tactile defensiveness" (hypersensitivity to touch)?
(A) Allowing the student to use a paintbrush or stick instead of finger-painting directly with their hands
(B) Forcing the student to engage in unstructured finger-painting with shaving cream to desensitize them rapidly
(C) Letting the student wear vinyl or latex-free gloves during wet science experiments
(D) Substituting dry, non-sticky textures (like sand or dry beans) for wet textures during sensory exploration

progress report detailing a student's overall scholastic growth
(C) Grading a student's conceptual performance on a standard classroom worksheet covering functional life skills
(D) Assessing physical motor ranges of motion and coordination capabilities of a child's upper and lower limbs

78. Generalization of skills is a major challenge for children with ASD. To address this in the curriculum, teachers should:
(A) Instruct students in a single resource room, utilizing one set of flashcards and one consistent teacher
(B) Assume that mastered skills will automatically transfer to new community locations without explicit planning
(C) Train skills across diverse physical environments, multiple instructors, and various natural conditions
(D) Delay any instruction of complex daily functional independence skills until the student reaches adolescence

79. "Errorless Learning" is an instructional strategy designed to prevent students from making mistakes during the learning process. How is this achieved?
(A) Restricting assessment testing exclusively to those skills and concepts the student has already fully mastered
(B) Automatically grading incorrect exam answers as correct to preserve student self-esteem and school motivation
(C) Utilizing automated educational software programs that do not record or display wrong answers during training
(D) Delivering immediate high-level prompt support alongside instruction, then gradually fading prompts as skills improve

80. For a child with ASD who experiences difficulty with expressive language but has intact visual-spatial processing, which of the following communication methodologies is most appropriate to integrate across all curricular areas?
(A) Braille Grade II literacy instruction focusing on tactile symbol translation patterns
(B) Auditory-Verbal Therapy (AVT) programs designed to maximize residual speech and listening
(C) Augmentative and Alternative Communication (AAC) utilizing graphic symbols and voice output
(D) Segregated sign language training sessions devoid of concurrent pictorial representations

81. Under the RPWD Act 2016, "person with benchmark disability" means a person with not less than:
(A) Thirty percent of a specified disability
(B) Forty percent of a specified disability
(C) Fifty percent of a specified disability
(D) Sixty percent of a specified disability

82. Which of the following is a key feature of the "Zones of Regulation" curriculum, frequently used to help children with ASD develop emotional self-regulation?
(A) Dividing standard academic subject matters into different geographic zones throughout the school building
(B) Confining students with sensory challenges to specialized quiet resource rooms during school lunch hours
(C) Following a structured pharmacological diagnostic sequence used by medical psychiatrists to select dosages
(D) Categorizing alertness and emotional states into four colored zones to help students self-regulate feelings

83. The diagnostic criteria for Autism Spectrum Disorder (ASD) require persistent deficits in social communication and social interaction, alongside:
(A) Restricted, repetitive patterns of behavior, interests, or activities
(B) Global developmental delays in gross-motor coordination and physical mobility
(C) A measured intelligence quotient (IQ) below 70 on standardized tests
(D) Severe hearing loss that cannot be corrected with amplification devices

84. The Psychoeducational Profile, Third Edition (PEP-3) is designed to evaluate the developmental and behavioral strengths and weaknesses of children with ASD aged:
(A) Birth to 2 years
(B) 2 to 7 years
(C) 12 to 18 years
(D) 18 to 25 years

85. What does "Curriculum Enrichment" refer to in the context of inclusive education?

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(A) Every five years
(B) Only when the student transitions from primary to secondary school
(C) At least once a year (annually)
(D) Every month by the school principal

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skill areas in children with autism. It focuses on essential domains such as receptive language, imitation, and functional routines to identify specific learning needs. By providing a detailed map of a child's abilities, it allows educators to develop highly targeted and individualized instructional goals.

34. (D) Allowing Rahul to use noise-canceling headphones, stand near the exit line, and follow a brief visual schedule of assembly events
Providing noise-canceling headphones and a visual schedule allows students with sensory sensitivities to participate in school events like assemblies more comfortably. These accommodations address the specific triggers of loud noise and unpredictability while maintaining the student's presence within the inclusive environment. Positioning the student near an exit also provides a safe way to leave if the sensory input becomes too overwhelming to manage.

35. (A) Instructing the child to complete five math equations first before getting access to a preferred toy
The Premack Principle involves using a highly preferred activity as a reinforcer for a less preferred task, often summarized as the "first-then" approach. For example, a teacher might require a student to complete a math worksheet before allowing them access to a favorite toy or game. This strategy effectively increases engagement by linking required academic work with a naturally motivating consequence.

36. (A) Both A and R are true and R is the correct explanation of A
Collaborative consultation is essential for successful inclusion because it combines the specialized knowledge of special educators with the content expertise of general education teachers. While the special educator provides strategies for managing developmental challenges, the general teacher ensures that instruction aligns with core curriculum standards. This partnership allows for the creation of a seamless learning environment that supports the needs of all students.

37. (A) Creating a flexible curriculum with built-in alternatives to support diverse learners from the outset without retrofitting
Universal design for learning is a framework for curriculum development that proactively includes diverse options for engagement, representation, and expression. Instead of retrofitting accommodations for specific students, this approach creates a flexible learning environment from the outset to benefit all learners. By providing multiple pathways to success, educators can accommodate various learning styles and abilities without the need for constant, individualized adjustments.

38. (D) Recording direct, daily systematic data collection on specific behavioral and learning goals
Direct, daily systematic data collection is the most effective method for tracking a student's progress toward specific individualized education program goals. Unlike yearly standardized tests or summative exams, this approach provides real-time information about whether an instructional strategy is working. Regular monitoring allows educators to make timely adjustments to teaching methods, ensuring that the student continues to make meaningful gains each day.

39. (B) Personal, Social, Academic, Occupational, Recreational
The Functional Assessment Checklist for Programming organizes the curriculum into five key domains: personal, social, academic, occupational, and recreational. This structure ensures that students with intellectual disabilities and autism receive a well-rounded education that addresses all aspects of daily living. By evaluating performance across these areas, teachers can create comprehensive programs that prepare individuals for greater independence and successful community integration.

40. (A) Both A and R are true and R is the correct explanation of A
Visual supports are vital curricular modifications because they provide a concrete, permanent reference for individuals who may struggle with transient verbal instructions. Many people with autism process visual-spatial information more efficiently than auditory information, making tools like pictograms and schedules highly effective for communication. These supports reduce anxiety, clarify expectations, and foster

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regulate when overwhelmed. While managing environmental stimuli is helpful, completely eliminating all sensory input is neither practical nor conducive to a realistic learning environment. Effective inclusive practices focus on providing individualized sensory supports and designated retreat areas rather than creating a stimuli-free classroom.

9. (D) Forcing the student to maintain continuous direct eye contact during intensive academic tasks
Forcing continuous direct eye contact is often counterproductive and stressful for individuals with autism, as it can interfere with their ability to process auditory information. Recommended pedagogical practices focus on reducing sensory triggers, such as harsh lighting or loud noises, and providing visual warnings for transitions. Respecting an individual's sensory profile while prioritizing functional learning over social conformity improves educational outcomes.

10. (A) I, II, III and IV only
The development of an individualized education program is a collaborative, multidisciplinary process that begins with screening and a comprehensive evaluation. This leads to the formulation of measurable goals and the identification of necessary special education services and modifications. Unilateral adjustments by a single teacher are inappropriate, as the entire team must participate in decision-making to ensure the student's needs.

11. (B) Daily activities, education, healthcare, and social integration as verified by an assessment authority
Under the Rights of Persons with Disabilities Act, high support refers to the intensive assistance required by individuals with benchmark disabilities to perform daily activities and participate in society. This support can be physical, psychological, or technological and is determined by a designated assessment authority. It aims to ensure that individuals with significant needs can access education, healthcare, and community integration.

12. (A) Both A and R are true and R is the correct explanation of A
Criterion-referenced tests are highly effective for developing individualized education program goals because they measure a student's performance against specific skills or mastery criteria. Unlike norm-referenced tests, which compare individuals to a peer group, these assessments identify exactly what a student can and cannot do. This detailed information allows educators to target specific instructional needs and track progress toward meaningful learning objectives.

13. (A) Mark L. Sundberg
The Verbal Behavior Milestones Assessment and Placement Program was developed by Mark Sundberg to evaluate language and social skills in children with autism. It is based on B.F. Skinner's analysis of verbal behavior and provides a comprehensive framework for identifying learning barriers. This assessment helps educators create targeted intervention plans by mapping out specific milestones across various verbal and social domains.

14. (C) Using a visual countdown timer and a "first-then" visual card (e.g., First Math, Then Library) to prepare him ahead of the transition
Utilizing visual countdown timers and first-then schedules provides predictability for students who experience anxiety during transitions. These tools offer a clear visual representation of what is happening now and what will happen next, reducing the uncertainty that often triggers challenging behaviors. This proactive approach supports independent movement between activities while minimizing the need for physical guidance or complete avoidance of sessions.

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15. (D) Understand other people's perspectives, beliefs, feelings, and social intentions
Deficits in theory of mind significantly hinder an individual's ability to understand that other people have different perspectives, beliefs, and intentions. This cognitive challenge makes it difficult to predict social behavior, interpret non-verbal cues, or engage in reciprocal social interactions. Addressing these deficits within the curriculum is essential for helping students with autism navigate social environments and build meaningful interpersonal relationships.

16. (D) A is false but R is true
Effective social stories must maintain a specific balance, prioritizing descriptive and perspective sentences over directive ones to ensure the child understands the social context. While direct instruction is often necessary for individuals with

autism to reduce ambiguity in social situations, an overreliance on directive commands can limit their understanding of social nuances. The primary goal is to provide a clear, supportive framework.

17. (B) Multiple Means of Representation
Providing various options for perception, such as tactile graphics or auditory descriptions, is a key component of the multiple means of representation principle in universal design for learning. This approach ensures that information is accessible to all students, regardless of their sensory or cognitive differences. By offering diverse ways to perceive and comprehend content, educators can reduce barriers to learning and engagement.

18. (D) The right to opt for home-based education under the protective umbrella of the Act
The Right to Education Act, through its various amendments, recognizes the unique needs of children with severe or multiple disabilities by allowing for home-based education. This provision ensures that even those who cannot physically attend a regular school setting still have a legally protected right to receive a quality education. It emphasizes flexibility within the system to accommodate the most significant support needs.

19. (A) Rehabilitation Council of India (RCI)
The Rehabilitation Council of India is the national statutory body responsible for regulating and standardizing training programs for professionals in the field of special education. Its mandate includes maintaining a central register of qualified practitioners and ensuring the quality of curricula used in rehabilitation services across the country. This oversight is crucial for maintaining professional standards and protecting the rights of individuals with disabilities.

20. (A) Both A and R are true and R is the correct explanation of A
Ecological assessment is a vital component of functional curriculum planning as it evaluates a student's ability to perform essential tasks in real-world settings. By analyzing the demands of current and future environments, such as the home or workplace, educators can identify the most relevant skills for instruction. This process ensures that learning goals are practical and directly contribute to the student's independence.

21. (A) Completes all initial steps for the child, prompting and reinforcing only the final step before systematically moving backward
Backward chaining is an instructional method where the teacher completes all but the last step of a task, allowing the student to perform the final action and receive immediate reinforcement. Once the last step is mastered, the teacher requires the student to complete the final two steps, and so on. This approach is highly motivating as it ensures frequent success and task completion.

22. (A) I and II only
An individualized education program must include a detailed statement of the student's present levels of performance and a set of measurable annual goals. These components provide a baseline for instruction and a clear method for tracking progress. While medical information may be relevant, the primary focus of the document is on educational and functional needs rather than clinical pharmaceutical interventions.

23. (B) Special Education Zones (SEZs)
The National Education Policy 2020 proposes the establishment of special education zones in regions with significant populations of educationally disadvantaged groups, including children with disabilities. These zones are designed to receive additional resources and targeted interventions to ensure that all students have access to equitable and inclusive learning opportunities. This initiative aims to bridge the gap in educational outcomes across diverse geographic areas.

24. (A) Both A and R are true and R is the correct explanation of A
Parallel teaching is a collaborative model where two educators divide the class into two equal groups to deliver the same instructional content simultaneously. This strategy effectively lowers the student-teacher ratio, enabling more personalized attention and closer monitoring of individual progress. By increasing opportunities for active participation, this approach is particularly beneficial for students who require consistent feedback and support within an inclusive setting.

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25. (A) I, II and III only
A functional behavior assessment involves gathering data through indirect methods like interviews and direct observations using ABC records. This information is then used to develop a hypothesis regarding why the behavior occurs, such as to escape a task or gain attention. Understanding the function of the behavior is essential for creating effective, positive intervention plans that address the student's underlying needs.

26. (A) A physical communication board featuring laminated symbols and Velcro tape strips
Low-tech assistive technology refers to simple, non-electronic tools that support communication and learning, such as laminated picture boards or visual schedules. These aids are often cost-effective and easy to customize for individual needs without requiring complex maintenance or battery power. In the context of autism, these visual supports are highly effective for facilitating expressive communication and improving understanding of daily routines.

27. (B) The degree to which targeted social skills are personally useful, practical, and meaningful in natural settings
Social validity refers to the perceived importance and acceptability of the goals, procedures, and outcomes of an intervention. In curriculum planning for students with autism, it ensures that the social skills being taught are practical and meaningful in the individual's natural environment. By focusing on socially valid objectives, educators increase the likelihood that learned skills will lead to better quality of life.

28. (C) A is true but R is false
Within the response to intervention framework, Tier 3 provides the most intensive level of individualized support for students who have not met progress benchmarks in previous tiers. This level of instruction occurs within the school setting and is characterized by frequent data collection and specialized strategies. It does not imply placement in a segregated environment, as the goal remains successful inclusion.

29. (A) An inclusive education system at all levels and lifelong learning focused on developing full human potential
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities mandates that states ensure an inclusive education system at all levels. This commitment includes providing the necessary supports for students to reach their full potential and participate effectively in a free society. The focus is on lifelong learning and eliminating discrimination to foster a more equitable and accessible environment.

30. (C) Breaking the project into sequential steps with intermediate deadlines, visual checklists, and structured teacher check-ins
Adapting the curriculum for students with executive functioning challenges involves breaking long-term projects into smaller, manageable tasks with clear intermediate deadlines. Utilizing visual checklists and providing structured teacher check-ins helps the student stay organized and focused on the required steps. This approach scaffolds the learning process, allowing the individual to demonstrate their knowledge while developing essential self-management and planning skills over time.

31. (A) I, II, III and V only
Students with benchmark disabilities are entitled to various accommodations during secondary board examinations, including the use of scribes and compensatory extra time. They may also utilize specific assistive devices and choose alternative subjects that better align with their learning profiles. These provisions are designed to remove barriers and ensure that assessments accurately reflect the student's knowledge rather than their physical limitations.

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32. (A) Both A and R are true and R is the correct explanation of A
Systematic prompt fading is a critical component of effective instruction, as it gradually reduces the level of assistance provided to a student. This process ensures that the learner eventually performs the target skill independently in response to natural cues. Without careful fading, students may become prompt-dependent, only exhibiting the desired behavior when an instructor provides a specific hint or physical guidance.

33. (B) Assessing 25 skill areas including receptive language, imitation, and functional skills for children with ASD
The Assessment of Basic Language and Learning Skills-Revised is a comprehensive criterion-referenced tool designed to evaluate 25 different

ANSWERS

1. (B) Functional Curriculum Model
A functional curriculum prioritizes teaching skills that have immediate practical application in a student's daily life across various settings. This approach focuses on fostering independence by targeting essential tasks in domestic, vocational, community, and recreational domains. Such skills are crucial for students who may struggle with abstract academic concepts, ensuring they can navigate their current and future environments successfully.

2. (B) I and II only
Ecological curriculum design for students with autism emphasizes selecting goals based on activities performed by age-appropriate peers within natural environments. This process involves a systematic analysis of the specific steps non-disabled individuals take to complete tasks in similar settings. By prioritizing real-world relevance over standardized norm-referenced scores alone, educators ensure that learning objectives directly improve the student's functional participation.

3. (A) Organizing the physical space visually to clarify where specific tasks and materials belong
The principle of physical structure within the TEACCH framework involves the deliberate arrangement of the classroom to provide clear visual boundaries. This organization helps students understand where specific activities occur and where materials are located, reducing anxiety and confusion. By minimizing environmental distractions and clarifying spatial expectations, this approach supports independent functioning and smoother transitions between different educational tasks.

4. (A) Both A and R are true and R is the correct explanation of A
Task analysis serves as a fundamental instructional strategy by breaking complex behaviors into smaller, manageable, and sequential steps. This methodology is particularly effective for learners with autism as it reduces cognitive overload and provides a clear roadmap for skill acquisition. By teaching each component individually with consistent prompts, educators facilitate the mastery of intricate functional daily living skills.

5. (D) I, II, III and IV
The Picture Exchange Communication System follows a structured progression to develop functional communication skills. Initial phases focus on the basic exchange of icons for desired items and generalizing this skill across different distances and people. Subsequent stages introduce visual discrimination between various symbols and the construction of simple sentences using carrier phrases, allowing individuals to express their needs effectively.

6. (D) The unwritten, informal rules and social expectations that are learned implicitly rather than through direct instruction
The hidden curriculum encompasses the unstated social rules, cultural norms, and subtle expectations that students encounter within the school environment. Unlike formal academic objectives, these lessons are typically learned through observation and social interaction rather than direct instruction. For students with autism, explicitly identifying these informal expectations is essential, as they often struggle to pick up social cues implicitly.

7. (B) Accommodation adjusts how a student accesses information without changing standards, while modification alters the actual learning expectations.
Accommodations involve adjustments in how a student accesses information or demonstrates knowledge without altering the underlying academic standards or content. Conversely, modifications represent changes to the actual learning expectations or the level of difficulty within the curriculum. Understanding this distinction is vital for ensuring that students receive appropriate support while maintaining the integrity of their individualized education program goals.

8. (C) A is true but R is false
Providing a designated quiet zone within a classroom offers students with sensory sensitivities a necessary space to self-

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greater independence by providing clear guidance throughout the day.

41. (D) The degree to which assessment outcomes accurately reflect a student's performance in natural, daily environments
Ecological validity refers to the extent to which assessment results can be generalized to real-world settings. In the context of evaluating students with autism, it is crucial that testing outcomes accurately reflect how the individual performs in their natural, daily environment rather than just in a controlled clinic. This ensures that the goals developed from the assessment are practical and meaningful for the individual.

42. (C) I and III only
A functional curriculum prioritizes skills that are both chronologically age-appropriate and essential for independence in daily life. This model focuses on tasks that, if not performed by the individual, would need to be completed by someone else. By emphasizing practical application over abstract academic concepts, this approach ensures that students gain the necessary tools to navigate domestic, community, and vocational environments effectively.

43. (B) Modeling – Demonstrating the correct behavioral or academic response for the student to imitate.
Modeling is an instructional strategy where the teacher demonstrates the correct behavior or response for the student to observe and then imitate. This type of prompting is highly effective for teaching new skills, as it provides a clear visual example of what is expected. It differs from physical prompting, which involves direct manual guidance, or verbal prompting, which uses spoken hints to lead.

44. (B) The preferred item or activity that a student can purchase with their accumulated tokens
In a token economy, the backup reinforcer is the actual item, activity, or privilege that a student can exchange their earned tokens for. While the tokens themselves act as immediate rewards for desired behavior, the backup reinforcer provides the underlying motivation for the system. Ensuring that these items are personally meaningful to the student is essential for the long-term success of this reinforcement strategy.

45. (D) I, II, III and IV
Designing an effective visual schedule requires careful consideration of the student's cognitive level, the schedule's physical accessibility, and its overall length. It is also important to include a clear mechanism for indicating when a task is finished, such as placing a card in a dedicated box. These elements work together to provide predictability and support independent transitions throughout the various activities of the school day.

46. (C) Any environmental, physical, attitudinal, or structural factor hampering the full, active participation of disabled individuals
Under the Rights of Persons with Disabilities Act, a barrier is defined as any factor—whether physical, structural, attitudinal, or environmental—that hinders the full and effective participation of individuals with disabilities in society. This broad definition acknowledges that obstacles to inclusion go beyond architectural hurdles and include societal prejudices and inaccessible information. Addressing these barriers is essential for creating a truly inclusive and equitable environment.

47. (D) Regular schools offering appropriate individualized supports, assistive tools, and adapted curriculum
The National Education Policy 2020 promotes inclusive education by ensuring that all children with disabilities can attend regular schools with appropriate support. This includes providing assistive devices, individualized accommodations, and an adapted curriculum to meet diverse learning needs. By fostering an environment where every child can learn alongside their peers, the policy aims to achieve greater equity and social integration within the education system.

48. (C) Discriminative Stimulus (Sd) → Prompt (if needed) → Response → Reinforcing Stimulus / Consequence → Intertrial Interval
Discrete trial training follows a specific, structured sequence to teach new skills through repeated, short learning trials. Each trial begins with a discriminative stimulus, followed by a prompt if necessary, the student's response, and an immediate consequence or reinforcement. A brief intertrial interval separates each session, allowing the teacher to record data and prepare for the next instruction, ensuring clarity and consistency.

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65. (A) I, II and III only
Evaluating the success of curricular adaptations involves measuring the student's rate of active participation and their progress toward specific individualized education program goals. It is also essential to track the reduction in the student's reliance on intensive personal prompts, which indicates growing independence. These indicators provide a meaningful way to assess the effectiveness of instructional strategies without expecting the elimination of autism.

66. (D) Utilizing a test-teach-retest format to evaluate student responsiveness to guided instructions
Dynamic assessment differs from static standardized testing by utilizing a test-teach-retest format to evaluate how a student responds to guided instruction. This approach focuses on the learner's potential and their ability to acquire new skills within the zone of proximal development. By actively engaging with the student during the process, evaluators gain valuable insights into the most effective instructional strategies.

67. (A) Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities
The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act of 1999 specifically addresses these four categories of developmental disabilities. It provides a legal framework for ensuring the care and protection of individuals within these groups, particularly through the establishment of local level committees and guardianship provisions. This legislation aims to support welfare and inclusion.

68. (C) Two adults: one interactive communication partner and one physical prompter guiding hand movements from behind
In the first phase of the Picture Exchange Communication System, two adults are required to facilitate the learning process effectively. One individual acts as the communication partner who receives the icon, while the second adult serves as a physical prompter who guides the student's hand from behind. This setup ensures that the exchange is initiated correctly and consistently reinforced until the student is independent.

69. (C) Five percent of seats for persons with benchmark disabilities
Section 32 of the Rights of Persons with Disabilities Act mandates that government-aided higher education institutions reserve at least five percent of their seats for persons with benchmark disabilities. This provision is designed to improve access to advanced educational opportunities and promote greater equity for individuals with significant support needs. By ensuring representation in higher education, the act aims to foster better employment outcomes.

70. (D) Presenting paired items or concrete pictograms to evaluate knowledge through systematic choices
For non-verbal students who cannot point or write, adapting assessments to include systematic choices between paired items or pictograms is highly effective. This method allows the student to demonstrate their knowledge or preferences without the need for expressive language or complex motor responses. By utilizing these visual and concrete options, educators can accurately evaluate learning progress and ensure the student's voice.

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71. (B) Typically developing peers are trained to initiate interactions and model social communication with the classmate
Peer-mediated instruction and intervention involves training typically developing classmates to initiate social interactions and model appropriate communication with students who have autism. This strategy leverages the natural social environment of the classroom to foster inclusion and help students with disabilities learn essential social skills from their peers. By providing structured opportunities for interaction, teachers can significantly improve the student's social outcomes.

72. (C) Verifying accuracy by performing the skill or observing a peer complete it in natural settings
The final step in performing a task analysis involves verifying the accuracy of the broken-down steps by performing the skill or observing a peer complete it. This ensures that no essential actions have been overlooked and that the sequence is logical and functional in a real-world setting. A validated task analysis provides a reliable roadmap for instruction and helps educators teach skills.

57. (D) Gathers longitudinal work samples over time to track learning progress and adaptations in a naturalistic way
Portfolio assessments are highly beneficial for students with autism because they provide a comprehensive, longitudinal record of their learning progress and necessary adaptations. By collecting diverse work samples over time, educators can document growth in a way that standardized tests often fail to capture. This naturalistic approach allows for a more holistic view of the student's abilities and helps in refining future instruction.

58. (A) Visual Boundary (e.g., colored tape) – Defines personal boundaries and identifies specific activity spaces
Using visual boundaries, such as colored tape on the floor, is an effective strategy for helping students with autism understand personal space and the purpose of different classroom areas. This adaptation provides clear, non-verbal cues that help reduce confusion and anxiety during daily routines. By physically defining expectations, educators support the student's ability to navigate the environment independently and stay focused.

59. (B) University of North Carolina at Chapel Hill
The TEACCH program was established in the early 1970s at the University of North Carolina at Chapel Hill. It pioneered the concept of structured teaching, which emphasizes the use of visual supports and organized environments to meet the unique learning needs of individuals with autism. This approach remains a cornerstone of special education practice globally, providing a framework for fostering independence and skill.

60. (B) Teaching summarizing strategies and using visual story-maps to explicitly identify and connect central concepts
To support students with weak central coherence, teachers should use visual organizers and explicit summarizing strategies to help them connect individual details to the main idea. Tools like story-maps provide a clear framework for identifying the "big picture" in reading comprehension activities. By making abstract relationships more concrete, these adaptations allow students to better understand the central themes and connections within texts.

61. (A) Inclusive school environments, free education up to 18 years, and individualized accommodations
Section 16 of the Rights of Persons with Disabilities Act mandates that government-funded educational institutions provide inclusive environments and free education for children with disabilities up to the age of eighteen. This includes the provision of individualized accommodations and necessary supports to ensure equitable access to the curriculum. These legal requirements aim to eliminate discrimination and promote the full participation of all students.

62. (C) Identifying Autism Spectrum Disorder and determining severity levels through direct behavioral observation
The Childhood Autism Rating Scale, Second Edition, is a behavioral rating scale used to identify autism and assess the severity of symptoms in children. It relies on direct observation and information from various sources to evaluate key areas such as social interaction and communication. This tool is widely utilized in clinical and educational settings to help diagnose the disorder and develop interventions.

63. (D) The student watching an edited video of themselves successfully performing the target skill
Video self-modeling is a specific type of intervention where a student watches an edited recording of themselves successfully performing a target skill. By seeing their own success, the learner's confidence and motivation are often increased, leading to faster skill acquisition. This evidence-based practice is particularly effective for teaching social, academic, and functional behaviors to individuals with autism by providing clear examples.

64. (C) Make independent choices, self-advocate, set personal goals, and take responsibility
Self-determination skills are a critical part of the transitional curriculum, focusing on teaching students to make independent choices and advocate for their own needs. These abilities include goal setting, problem-solving, and taking responsibility for one's actions, which are essential for a successful transition to adult life. By fostering autonomy, educators empower students with autism to play an active role in their future.

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49. (B) The story must emphasize descriptive sentences explaining social contexts, with minimal directive lines
The guidelines for developing social stories emphasize the importance of using a high ratio of descriptive and perspective sentences compared to directive ones. This approach ensures that the story provides sufficient context and understanding of a social situation rather than simply listing commands. By focusing on the "why" and "how" of social interactions, these stories help students develop greater social awareness and autonomy.

50. (A) I, II and III only
The universal design for learning framework is built upon three primary principles: providing multiple means of engagement, representation, and action and expression. These principles aim to address the diverse ways that students perceive information, demonstrate knowledge, and stay motivated to learn. By incorporating these options into curriculum design, educators can create a more inclusive and accessible educational experience that supports the success of all learners.

51. (A) Shaping reinforces progress towards a single target behavior, while chaining connects discrete behaviors to complete a complex task
Shaping is a behavioral strategy that involves reinforcing successive approximations toward a single target behavior until the final goal is reached. In contrast, chaining is used to teach a multi-step task by linking a series of discrete behaviors together in a specific sequence. While both methods utilize reinforcement, shaping modifies the form of a response, whereas chaining assembles individual actions into a complex behavior.

52. (C) Analyzes the environmental and task demands of a specific setting to determine the skills a student needs
An ecological inventory is a systematic process used by teachers to identify the specific skills a student needs to function successfully in a particular setting. This involves analyzing both the physical environment and the task demands encountered by typically developing peers in that location. By understanding these requirements, educators can develop highly relevant instructional goals that directly improve the student's participation and independence.

53. (A) It utilizes frequent, direct measures of student progress based on the specific academic curriculum taught
Curriculum-based measurement is a method of ongoing assessment that uses frequent, brief probes to track a student's progress in specific academic areas. These measures are directly tied to the materials being taught in the classroom, providing immediate feedback on the effectiveness of instruction. Because it is sensitive to small changes in performance, this approach is particularly useful for monitoring the growth of students.

54. (D) Adding felt pads to all chair legs, utilizing natural lighting, and providing headphones during independent desk tasks
Implementing simple environmental modifications, such as adding felt pads to chair legs and utilizing natural lighting, can significantly reduce sensory triggers in an inclusive classroom. Providing noise-canceling headphones during independent work also helps students manage auditory distractions that might otherwise lead to escape-motivated behaviors. These proactive adaptations create a more comfortable learning environment, allowing the student to focus on their academic tasks.

55. (B) Learning to visually discriminate between highly preferred and non-preferred item pictures
The primary objective of the third phase of the Picture Exchange Communication System is to teach the child to discriminate between various icons. During this stage, the learner must choose the correct picture from a group of symbols to request a specific desired item while ignoring non-preferred options. This skill is a crucial step toward developing more complex communication and ensures meaningful exchanges.

56. (C) Imprisonment for a term which may extend to six months, or with a fine, or with both
Under the Rehabilitation Council of India Act, individuals who provide rehabilitation services without being properly registered are subject to legal penalties. These may include imprisonment for up to six months, a fine, or both, as specified in the legislation. This regulation is designed to protect the quality of services and ensure that persons with disabilities receive support from qualified and accountable professionals.

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73. (D) Autism Diagnostic Interview-Revised (ADI-R)
The Social Communication Questionnaire is a screening tool for autism that was developed based on the Autism Diagnostic Interview-Revised. It is completed by parents or primary caregivers and helps identify children who may require a more comprehensive diagnostic evaluation. By focusing on key areas of social communication and interaction, the questionnaire provides a quick and efficient way to flag potential development.

74. (A) Teaching Amit to use a quiet hand-fidget and providing headphones with soft, instrumental music during silent reading
Providing a quiet hand-fidget and headphones with soft music offers a proactive way to meet the sensory needs of a student who engages in automatic self-stimulation. These accommodations provide a socially acceptable alternative to humming and hand-flapping, allowing the student to stay focused during silent reading tasks. By addressing the underlying sensory function of the behavior, educators can maintain an inclusive learning environment.

75. (B) Compare a student's task performance step-by-step with a peer to pinpoint exactly where learning breaks down
Discrepancy analysis is a technique used to compare a student's performance on a specific task with that of a typically developing peer. By examining each step of the process, educators can pinpoint exactly where the student is struggling and why the learning breakdown is occurring. This information is invaluable for tailoring instruction and providing the specific supports needed to help the student achieve.

76. (B) Utilizing flexible pathways, multidisciplinary options, and integrated accommodations across assessments
The National Curriculum Framework for School Education 2023 advocates for the use of flexible learning pathways and multidisciplinary options to ensure curricular accessibility for all students. It emphasizes the integration of accommodations across assessments to meet the diverse needs of learners with disabilities. By fostering a more adaptable and responsive educational system, the framework aims to promote true inclusion and equitable outcomes.

77. (A) Manipulating environmental factors systematically to experimentally determine the function of a target behavior
Functional analysis is a specific component of the behavior assessment process where environmental factors are systematically manipulated to experimentally determine the function of a target behavior. By observing how the behavior changes under different conditions, such as when a task is removed or attention is given, practitioners can identify the underlying cause. This rigorous methodology allows for the development of precise interventions.

78. (C) Train skills across diverse physical environments, multiple instructors, and various natural conditions
To promote the generalization of skills in students with autism, it is essential to provide instruction across diverse physical environments and with multiple instructors. Teaching skills under various natural conditions ensures that the learner can apply what they have mastered in new and unfamiliar situations. Without this explicit planning, skills often remain tied to a specific setting, limiting the individual's functional independence.

79. (D) Delivering immediate high-level prompt support alongside instruction, then gradually fading prompts as skills improve
Errorless learning is an instructional strategy that minimizes the chance of a student making mistakes during the learning process by providing immediate, high-level prompt support. As the learner becomes more proficient, these prompts are gradually faded until independence is achieved. This approach reduces frustration and prevents the reinforcement of incorrect responses, making it highly effective for teaching new skills to individuals.

80. (C) Augmentative and Alternative Communication (AAC) utilizing graphic symbols and voice output
Augmentative and alternative communication systems that utilize graphic symbols and voice output are highly appropriate for students with expressive language deficits and strong visual-spatial skills. These tools provide a concrete way for individuals to communicate their needs and participate in the curriculum. By leveraging the student's visual strengths, AAC fosters greater

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(C) I and III only
(D) I, II, and III

7. A child with Autism Spectrum Disorder (ASD) exhibits hand-flapping behavior (stereotypy) that interferes with classroom learning. The special educator decides to reinforce the child for keeping their hands on the desk or folded in their lap. This specific behavioral strategy is known as:
(A) Differential Reinforcement of Low Rates of Behavior (DRL)
(B) Differential Reinforcement of Incompatible Behavior (DRI)
(C) Differential Reinforcement of Other classroom Behavior (DRO)
(D) Negative Reinforcement through escape conditioning

8. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): When teaching a new skill using a least-to-most prompting hierarchy, the teacher must wait for a specified latency period (e.g., 4 to 5 seconds) before delivering the next level of prompt.
Reason (R): Premature prompting prevents the learner from demonstrating independent responding and leads to prompt dependency.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. Rohan is an 8-year-old student with ADHD who frequently gets out of his seat during independent math seatwork in his resource room. The special educator observes that Rohan stays in his seat when given high-interest tasks, but immediately gets up when presented with complex arithmetic operations. A functional behavior assessment (FBA) indicates that the primary function of Rohan's out-of-seat behavior is:
(A) Attention-seeking from peers
(B) Sensory stimulation/seeking
(C) Tangible acquisition of preferred materials
(D) Escape from difficult academic tasks

10. Consider the following levels of prompting used to teach a student with moderate intellectual disability how to write their name:
I. Physical prompt (hand-over-hand)
II. Gestural prompt (pointing to the line)
III. Verbal prompt ("Write your name here")
IV. Visual prompt (a model of the name on a card)
Which of the above represents the correct sequence of a "Most-to-Least" prompting hierarchy?
(A) I, IV, II, III
(B) I, II, IV, III
(C) I, IV, III, II
(D) IV, I, II, III

11. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In Applied Behavior Analysis (ABA), a "Token Economy" is highly effective in maintaining long-term behavior even after the tokens are completely removed without any transition planning.
Reason (R): Tokens are generalized conditioned reinforcers that bridge the delay between the target behavior and the receipt of back-up reinforcers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. Children with Specific Learning Disabilities (SLD) often struggle with executive functioning. Which of the following is an executive functioning deficit commonly targeted in cognitive training?
(A) Classical conditioning of emotional responses
(B) Working memory and self-monitoring
(C) Operationalization of target behaviors
(D) Sensorimotor coordination and reflexes

13. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Cognitive Constructivism, based on Piaget's theory, suggests that teachers should focus on the process of children's thinking rather than only on its products.
Reason (R): Children with special needs construct their own understanding of the world through active physical and mental manipulation of objects.
(A) Both A and R are true and R is the correct explanation of A

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89. (B) Ten percent of the total sanctioned strength
Section 26 of the Right to Education Act stipulates that the vacancy of teachers in schools established under the act must not exceed ten percent of the total sanctioned strength. This requirement is intended to ensure that schools remain adequately staffed to provide quality instruction to all students. Maintaining appropriate teacher-student ratios is essential for the effective implementation of inclusive practices.

90. (A) Motivation to communicate and self-initiate
Pivotal Response Treatment targets key areas of development that lead to widespread improvements in other behaviors, such as motivation to communicate and self-initiate. By focusing on these "pivotal" skills, this naturalistic behavioral intervention helps children with autism become more responsive to learning opportunities in their daily lives. Enhancing motivation is particularly effective for fostering social engagement and functional communication skills.

91. (B) Dyslexia, Dysgraphia, and Dyscalculia
Specific learning disabilities, as defined in the Rights of Persons with Disabilities Act, include conditions such as dyslexia, dysgraphia, and dyscalculia. These disorders affect an individual's ability to process information in areas like reading, writing, and mathematics, despite having average or above-average intelligence. Recognizing these disabilities under the law ensures that students receive the appropriate accommodations and supports in school.

92. (B) Forcing the student to engage in unstructured finger-painting with shaving cream to desensitize them rapidly
Forcing a student with tactile defensiveness to engage in overwhelming sensory activities, such as finger-painting with unpleasant textures, is not a recommended practice and can cause significant distress. Instead, educators should offer alternatives like using a paintbrush or wearing gloves to allow the student to participate comfortably. Gradually introducing new textures in a supportive and controlled manner is more effective for desensitization.

93. (A) Daily living and adaptive skills across conceptual, social, and practical domains
The Adaptive Behavior Assessment System is used during special education evaluations to measure a student's daily living and functional skills across conceptual, social, and practical domains. This information is essential for determining the level of support an individual needs to function independently in their home, school, and community. By identifying strengths and weaknesses in adaptive behavior, educators can develop meaningful goals.

94. (C) Using graphic organizers, visual supports, and vocabulary pre-teaching to clarify scientific conceptual meaning
For students with hyperlexia who read fluently but struggle with comprehension, using graphic organizers and visual supports is essential for clarifying the meaning of the text. Pre-teaching key vocabulary before a lesson can also help bridge the gap between word recognition and conceptual understanding. These adaptations allow the student to engage with grade-level content while receiving specific support for comprehension.

95. (D) Small cards utilizing a child's special interest to model positive social behaviors and resolve daily classroom issues
Power cards are an evidence-based visual strategy that incorporates a student's special interest to teach appropriate social behaviors and problem-solving skills. These small cards typically feature a favorite character or topic and provide a brief script or set of rules for the student to follow. By leveraging the individual's natural motivation, power cards make learning social expectations more engaging.

96. (C) It measures real-time safety application directly, which reduces language and reading demands of written exams
Task-based or performance-based evaluation is more effective than paper-and-pencil testing for functional skills because it measures a student's ability to apply safety rules in real-time. This approach significantly reduces the linguistic and reading demands that often interfere with accurate assessment on written exams. By observing the student in a functional setting, educators can gain a clear understanding of their performance.

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independence and reduces the frustration of being unable to speak.

81. (B) Forty percent of a specified disability
Under the Rights of Persons with Disabilities Act, a person with a benchmark disability is defined as someone who has at least forty percent of a specified disability. This designation is crucial for accessing various legal protections, reservations in education and employment, and other government-funded benefits. The percentage must be certified by a recognized medical authority to ensure that support is provided.

82. (D) Categorizing alertness and emotional states into four colored zones to help students self-regulate feelings
The Zones of Regulation curriculum helps children develop emotional self-regulation by categorizing different levels of alertness and feelings into four colored zones. This visual framework provides a common language for students to identify their current emotional state and select appropriate tools for staying in control. By teaching these self-awareness skills, educators empower students with autism to manage their own behavior effectively.

83. (A) Restricted, repetitive patterns of behavior, interests, or activities
The diagnostic criteria for autism spectrum disorder include persistent challenges in social communication and interaction, along with restricted, repetitive patterns of behavior, interests, or activities. These core features must be present during the early developmental period and significantly impact the individual's daily functioning across various settings. Understanding these criteria is essential for providing appropriate supports and interventions tailored to the specific needs.

84. (B) 2 to 7 years
The Psychoeducational Profile, Third Edition, is specifically designed to evaluate the developmental and behavioral strengths and weaknesses of children with autism between the ages of two and seven. It provides valuable information for creating individualized education programs by assessing key areas such as motor skills, communication, and social-emotional development. This tool is instrumental in early intervention and primary school planning.

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85. (A) Offering deeper, more complex academic activities within standard lessons for students mastering core goals quickly
Curriculum enrichment involves providing deeper and more complex academic activities for students who have already mastered the core learning objectives of a lesson. This approach allows for greater challenge and engagement without necessarily moving to higher grade-level standards. By offering these advanced opportunities within an inclusive setting, educators can meet the needs of diverse learners while maintaining a cohesive classroom environment.

86. (D) Evaluating the student directly inside a grocery store as they select items, pay, and converse with cashiers
Authentic assessment involves evaluating a student's skills in a real-world setting where those abilities are naturally used, such as a grocery store. This approach provides a direct measure of the student's ability to apply what they have learned to actual tasks like selecting items and interacting with staff. By testing in the community, educators ensure that their evaluations reflect independence.

87. (B) Assign specific structured roles to each team member, including the student with ASD, with visual scripts
To successfully implement cooperative learning for a student with autism, teachers should assign specific, structured roles to every group member and provide visual scripts for social interactions. This clarity reduces the uncertainty of group work and ensures that the student can participate meaningfully. By defining expectations and providing support, educators foster a more inclusive and productive environment for all team members.

88. (C) Educating children with disabilities alongside typically developing peers to the maximum extent feasible with supports
The concept of the least restrictive environment mandates that students with disabilities should be educated alongside their typically developing peers to the maximum extent appropriate. This principle emphasizes the importance of providing necessary supports and services within the general education classroom before considering more segregated placements. LRE ensures

CHAPTER 28
Teaching Approaches and Strategies

1. In the developmental approach, the concept of "Developmental Readiness" suggests that teaching a new cognitive or motor skill to a child with developmental delays is most effective when:
(A) The child is exposed to the skill repeatedly regardless of their current developmental stage.
(B) The child has attained the prerequisite maturational and developmental milestones.
(C) Structural behavioral shaping is initiated using a dense schedule of primary reinforcement.
(D) The skill is introduced at a chronological age-appropriate level, overriding developmental age.

2. A special educator notices that a child with Down Syndrome is struggling to grasp small objects. Applying the cephalocaudal and proximodistal principles of motor development, the educator should first focus on strengthening which of the following?
(A) Finger isolation and pincer grasp through fine motor bead-threading activities.
(B) Wrist rotation and paper-folding activities to improve manual dexterity.
(C) Thumb opposition and sensory integration exercises using therapeutic clay.
(D) Shoulder girdle stability and bilateral arm control through gross motor activities.

3. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Scaffolding within the Zone of Proximal Development (ZPD) must be dynamically adjusted and systematically faded as the learner with a disability acquires mastery.
Reason (R): The primary objective of the developmental-constructivist approach is to transition the learner from other-regulation to self-regulation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following developmental theorists emphasized that cognitive development is driven by the child acting as an "active scientist" who constructs mental structures (schemata) through assimilation and accommodation?
(A) Lev Vygotsky
(B) B.F. Skinner
(C) Jean Piaget
(D) Albert Bandura

5. Consider the following statements regarding the ecological systems approach as applied to Children with Special Needs (CWSN):
I. The microsystem includes the immediate family, the special education classroom, and early intervention therapists.
II. The mesosystem represents the interactions between the child's different microsystems, such as parent-teacher collaboration.
III. The macrosystem encompasses the cultural values, national disability laws, and socio-economic policies of the country.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

6. Consider the following strategies:
I. Task Analysis
II. Backward Chaining
III. Systematic Desensitization
A special educator is designing a behavioral intervention to teach a 12-year-old student with severe Intellectual Disability how to wash their hands independently by breaking down the task into eight distinct, sequential steps and teaching the final step first so the student experiences immediate success. Which of the above strategies is/are being utilized?
(A) I and II only
(B) II and III only

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97. (A) 35 dB(A)
According to inclusive design guidelines, the maximum recommended ambient noise level for an unoccupied classroom is 35 decibels. Keeping background noise to a minimum is essential for supporting students with auditory processing deficits and those who use hearing assistive technology. A quiet environment improves the clarity of the teacher's voice and reduces the listening effort required for all students.

98. (D) Promoting emotional growth, socialization, and cognitive thinking by joining the child's natural play interests
The DIR/Floortime model focuses on promoting emotional and social growth by encouraging caregivers and educators to join the child's natural play interests. This relationship-based approach aims to build a strong foundation for thinking, communicating, and relating to others through reciprocal interactions. By following the child's lead, practitioners can foster deeper engagement and support the development of increasingly complex skills.

99. (A) Scaffolding
Scaffolding is an instructional process where a teacher provides temporary, structured assistance to a student as they master a new and challenging task. As the learner gains competence and confidence, the support is gradually withdrawn, allowing them to eventually perform the skill independently. This approach is rooted in socio-cultural learning theory and is highly effective for helping students bridge the gap.

100. (C) At least once a year (annually)
In India, guidelines for inclusive education require that a student's individualized education program undergoes a comprehensive review and evaluation at least once a year. This annual process ensures that the goals and services remain appropriate for the student's current needs and progress. Regular reviews allow the multidisciplinary team to make necessary adjustments to the plan, ensuring continued academic growth.

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

14. A special educator teaches a student with a learning disability to use the "COPS" strategy (Capitalization, Organization, Punctuation, Spelling) to self-edit their writing. This strategy is an application of:
(A) Behavioral shaping and classical conditioning processes
(B) Social modeling and observational learning paradigms
(C) Metacognitive self-regulation strategy instruction
(D) Multisensory kinesthetic therapy and intervention

15. Consider the following statements regarding cognitive strategies that help students with special needs encode and retrieve academic information in long-term memory:
I. Chunking information into smaller, meaningful units.
II. Creating visual graphic organizers and semantic maps.
III. Using mnemonic devices (e.g., acronyms, peg-word systems).
IV. Implementing physical restraint and sensory isolation.
Which of the above statements are correct?
(A) I and III only
(B) I, II, and III only
(C) II and IV only
(D) I, II, III, and IV

16. In the context of learning theories, which of the following is a primary difference between Piaget's Cognitive Constructivism and Vygotsky's Social Constructivism?
(A) Piaget emphasizes the role of the "More Knowledgeable Other" (MKO), while Vygotsky emphasizes biological maturation.
(B) Piaget stresses the concept of the Zone of Proximal Development, while Vygotsky focuses on sensorimotor schemata.
(C) Piaget views learning as an individual activity of discovery, whereas Vygotsky views learning as a socially mediated process.
(D) Piaget considers language as the primary tool of thought, whereas Vygotsky treats language as a byproduct of cognitive development.

17. A special school uses Albert Bandura's Social Learning Theory to teach adaptive behavior to students. The teacher models how to greet a guest and then asks the students to imitate the behavior. Which of the following represents the correct sequential order of the four cognitive processes involved in observational learning?
(A) Retention, Attention, Motor Reproduction, Motivation
(B) Attention, Retention, Motor Reproduction, Motivation
(C) Attention, Motor Reproduction, Retention, Motivation
(D) Motivation, Attention, Retention, Motor Reproduction

18. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Peer-Mediated Instruction and Intervention (PMII) is an evidence-based social approach that enhances the social interactions of children with Autism Spectrum Disorder (ASD) in inclusive settings.
Reason (R): Typically developing peers can be trained to initiate and respond to social interactions, providing naturalistic models of communication.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. Consider the following statements regarding the implementation of cooperative learning in an inclusive science classroom for a student with moderate intellectual disability:
I. Positive interdependence, where the group succeeds only if all members contribute.
II. Individual accountability, ensuring each student is responsible for a specific part of the task.
III. Homogeneous grouping, placing all students with disabilities in one separate group.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

20. Which social approach strategy involves pairing a student with a disability with a trained, typically

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developing classmate to work on a specific academic skill under the direct supervision of the teacher?
(A) Discrete Trial Training (DTT)
(B) Cognitive Behavior Modification (CBM)
(C) Peer Tutoring (e.g., CWPT or PALS)
(D) Individualized Sensory Diet

21. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): The Universal Design for Learning (UDL) framework is designed exclusively for students with diagnosed disabilities in special classrooms.
Reason (R): UDL aims to provide multiple means of representation, expression, and engagement to accommodate wide learner diversity from the outset.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. A special teacher utilizes the "VAKT" (Visual-Auditory-Kinesthetic-Tactile) multisensory approach to teach reading. Which of the following methods is a classic, structured multisensory phonics program designed for students with Dyslexia?
(A) Applied Behavior Analysis (ABA)
(B) Meichenbaum's Self-Instructional Training
(C) Gesell's Developmental Method
(D) Orton-Gillingham Approach

23. A co-teaching model is selected where the general educator and special educator divide the classroom into two groups. Each teacher delivers the same content simultaneously to their respective group, allowing for smaller group size and more individual student participation. This co-teaching model is called:
(A) One Teach, One Assist
(B) Parallel Teaching
(C) Station Teaching
(D) Alternative Teaching

24. Tanya is a 9-year-old non-verbal student with Athetoid Cerebral Palsy who is integrated into a Grade 3 inclusive classroom. She has good cognitive comprehension but struggles with fine motor control, making writing impossible. The IEP team decides to integrate an Augmentative and Alternative Communication (AAC) device. Which of the following is the most appropriate high-tech AAC strategy for Tanya's written expression and communication?
(A) A paper-based communication board containing functional picture symbols.
(B) Standard mechanical Braille typewriter with tactile educational kits.
(C) High-tech eye-gaze tracking device or switch-accessible tablet.
(D) Intensive behavioral training focusing on hand-over-hand writing.

25. Consider the following accommodations and adaptations for a student with Low Vision in an inclusive school:
I. Providing textbooks in large print and high-contrast formats.
II. Using auditory materials, audiobooks, and screen readers (e.g., NVDA).
III. Modifying the classroom environment to ensure optimal lighting and reduced glare.
IV. Excusing the student from all formative and summative assessments permanently.
Which of the above accommodations and adaptations are appropriate?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

26. Which teaching method involves breaking down academic tasks into small, step-by-step instructional units, presenting concepts with explicit, teacher-led explanations, guided practice, and continuous corrective feedback?
(A) Direct Instruction
(B) Project-Based Learning
(C) Inquiry-Based Instruction
(D) Naturalistic Teaching

27. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In errorless learning paradigms, the teacher prompts the student immediately following the instruction, preventing the student from making mistakes during the initial acquisition of a skill.
Reason (R): For learners with severe intellectual disabilities or memory impairments, experiencing errors can reinforce incorrect responses and impede learning.

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(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. In the developmental approach, early childhood intervention programs for children with delays emphasize "Family-Centered Practice". This practice is characterized by which of the following?
(A) Placing sole responsibility of instruction and therapy on home-based parents.
(B) Collaborative goal-setting driven by family priorities, resources, and values.
(C) Focusing exclusively on intensive clinical therapies within a hospital setting.
(D) Assessing only the mother's psychological coping mechanisms and overall stability.

29. A child who is deaf-blind is being taught to navigate the classroom. The orientation and mobility specialist uses tactile cues and physical guiding. According to the developmental and sensory-motor approach, which sensory system is primarily being utilized to compensate for the dual sensory loss?
(A) Tactile and proprioceptive systems
(B) Visual and auditory feedback paths
(C) Olfactory and gustatory sensory inputs
(D) Auditory and thermal sensory systems

30. Consider the following statements regarding group contingency types and their descriptions:
I. Independent Group Contingency: Reinforcement is delivered only to those individual students who meet the target behavior criterion.
II. Dependent Group Contingency: Reinforcement for the entire class depends on the behavior of one specific student or a small group of students.
III. Interdependent Group Contingency: Reinforcement is delivered to the entire class only if every single member of the class meets the established criterion.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

31. A special educator uses Carol Gray's "Social Stories" to teach social skills to a child with Autism. What is the primary purpose of a "Perspective Sentence" in a Social Story?
(A) To instruct students on exact actions they must perform in a given situation.
(B) To demand absolute compliance with specific classroom and school behavior rules.
(C) To provide clear environmental cues during difficult behavioral transitions.
(D) To describe other people's feelings, beliefs, or reactions in the situation.

32. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Cooperative learning structures such as "Jigsaw" can promote positive social integration and reduce peer rejection for students with physical disabilities in inclusive schools.
Reason (R): Jigsaw structures create a situation of "resource-interdependence" where each group member holds unique information necessary for the collective success of the group.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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33. Which of the following is a key role of a Special Education Teacher in an inclusive school?
(A) Teaching all students with disabilities in a separate, isolated wing of the school building.
(B) Collaborating with general educators to design IEPs, curricula, and assistive tools.
(C) Diagnosing complex medical conditions and prescribing pharmaceutical intervention programs.
(D) Performing school administrative duties and excusing students from all co-curricular tasks.

34. A child with moderate Intellectual Disability is being taught to use a public restroom. The educator decides to use "Backward Chaining" because:
(A) The child is reinforced only at the beginning of the chain to increase initial motivation levels.
(B) It requires minimal cognitive demands and completely eliminates the need for detailed task analysis.

(C) It does not require using external physical prompts or structured behavioral shaping techniques.
(D) The child completes the final step first to experience immediate success and natural reinforcement.

35. Consider the following statements regarding teaching strategies based on cognitive constructivism:
I. Inquiry-Based Learning where students discover principles.
II. Direct, rote memorization of arithmetic tables.
III. Cognitive Mapping to connect new information with existing schemata.
Which of the above statements are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

36. In a behavioral approach, which reinforcement schedule is most resistant to extinction when teaching and maintaining a newly acquired adaptive social skill?
(A) Continuous Reinforcement Schedule (FR1)
(B) Fixed Ratio Schedule of Reinforcement (FR5)
(C) Variable Ratio Schedule of Reinforcement (VR)
(D) Fixed Interval Schedule of Reinforcement (FI)

37. Developmental theories state that play progresses through distinct stages. Which of the following represents the correct developmental sequence of play in early childhood?
(A) Solitary Play → Parallel Play → Associative Play → Cooperative Play
(B) Parallel Play → Solitary Play → Cooperative Play → Associative Play
(C) Solitary Play → Associative Play → Parallel Play → Cooperative Play
(D) Associative Play → Solitary Play → Parallel Play → Cooperative Play

38. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): According to Vygotsky's sociocultural theory, private speech in children with developmental delays should be discouraged and silenced by teachers.
Reason (R): Private speech is a self-regulatory mechanism that helps children guide their own thinking, planning, and behavior during challenging tasks.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. Dev, a 6-year-old child with developmental delays, exhibits high hyperactivity and struggles to stay seated during circle time. The teacher implements the "Premack Principle" to increase his sitting time. Which of the following scenarios demonstrates the correct application of the Premack Principle?
(A) Allowing the high-probability play behavior first, and then demanding the low-probability sit behavior.
(B) Requiring a low-probability behavior (sitting) before allowing a high-probability one (playing).
(C) Providing immediate tangible reinforcement like chocolate chips every thirty seconds for sitting behavior.
(D) Ignoring non-compliant running behavior while actively praising peers who are sitting in the circle.

40. Consider the following components of an Individualized Transition Plan (ITP) for a 16-year-old student with moderate Intellectual Disability:
I. Post-secondary education or vocational training goals based on student interest.
II. Independent living skills and community participation objectives.
III. Specifying the exact academic curriculum of typical peers without modifications.
IV. Identifying adult service providers and vocational rehabilitation agencies.
Which of the above components are essential to include in the transition plan under standard guidelines?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, II, and IV only
(D) I, II, III, and IV

41. When teaching math concepts to a child with Dyscalculia, the teacher uses physical counters (blocks), then transitions to drawing pictures of

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blocks, and finally writes abstract numbers (2 + 3 = 5). This progression of instruction represents which cognitive-developmental sequence?
(A) Concrete Object → Representational Image → Abstract Notation
(B) Sensory-motor → Concrete Operational → Formal Logical
(C) Sensorimotor Action → Visual Discrimination → Cognitive Logic
(D) Rote Memorization → Algorithmic Rule → Conceptual Mastery

42. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Positive reinforcement increases the future frequency of a behavior, whereas negative reinforcement decreases the future frequency of a behavior.
Reason (R): Negative reinforcement involves the removal of an aversive stimulus contingent upon the occurrence of the target behavior.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. A special educator is implementing "Self-Instructional Training" (Meichenbaum) to help a child with ADHD regulate their impulsive behavior during problem-solving tasks. What is the correct sequence of steps in this cognitive-behavioral intervention?
(A) Overt Self-Guidance → Cognitive Modeling → Overt External Guidance → Covert Self-Instruction → Faded Overt Self-Guidance
(B) Cognitive Modeling → Overt External Guidance → Overt Self-Guidance → Faded Overt Self-Guidance → Covert Self-Instruction
(C) Covert Self-Instruction → Cognitive Modeling → Overt External Guidance → Overt Self-Guidance → Faded Overt Self-Guidance
(D) Cognitive Modeling → Covert Self-Instruction → Overt External Guidance → Overt Self-Guidance → Faded Overt Self-Guidance

44. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Response Cost is an effective negative punishment procedure where a specific quantity of reinforcers is withdrawn contingent upon the exhibition of a target inappropriate behavior.
Reason (R): Response Cost involves the presentation of an aversive physical stimulus to suppress behavior.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

45. Consider the following elements regarding Peer-Assisted Learning Strategies (PALS) for students with mild learning disabilities in reading:
I. Students take turns acting as "Coach" (reader/tutor) and "Reader" (tutee).
II. Scripted, structured prompt and correction procedures are provided to the tutors.
III. Students work in highly competitive groups where only one pair wins.
IV. Continuous progress monitoring is integrated into the system.
Which of the above elements are correct?
(A) I and II only
(B) I, II, and IV only
(C) II and III only
(D) I, III, and IV only

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46. Consider the following neural networks of learning under the Universal Design for Learning (UDL) framework:
I. Affective Network (The "Why" of Learning)
II. Recognition Network (The "What" of Learning)
III. Strategic Network (The "How" of Learning)
Providing options for "Action and Expression" corresponds to which of the above networks?
(A) I only
(B) II only
(C) III only
(D) I and II only

47. A student with profound Hearing Impairment is being taught vocabulary through a Total Communication approach. This instructional method involves:
(A) Restricting students exclusively to auditory-verbal training programs.
(B) Teaching written text through specialized translation computer software.

9. (D) Escape from difficult academic tasks
Functional behavior assessments help identify the underlying purpose of a student's challenging actions in the classroom. When behavior consistently occurs during specific tasks that are perceived as difficult or frustrating, the function is often identified as escape or avoidance. Understanding this relationship allows educators to modify academic demands or provide appropriate supports to help the student remain engaged and productive.

10. (A) I, IV, II, III
A most-to-least prompting hierarchy begins with the highest level of support and systematically moves toward less intrusive cues. This often starts with physical assistance, followed by visual models or cards, then gestural cues like pointing, and finally verbal instructions. This systematic fading of support ensures that the learner achieves high levels of accuracy while gradually developing the ability to respond independently.

11. (D) A is false but R is true
Tokens serve as generalized conditioned reinforcers that can be exchanged for various backup reinforcers, bridging the time gap between behavior and reward. However, for a token economy to lead to long-term behavioral maintenance in natural settings, a structured transition and fading plan is necessary. Removing the system abruptly without planning usually leads to the regression of the targeted social behaviors.

12. (B) Working memory and self-monitoring
Executive functioning encompasses the mental processes that enable individuals to plan, focus attention, and juggle multiple tasks successfully. For students with learning disabilities, deficits in working memory and the ability to monitor their own performance are common challenges. Cognitive training interventions specifically target these areas to help students organize information more effectively and improve their overall academic and social outcomes.

13. (A) Both A and R are true and R is the correct explanation of A
Cognitive constructivism highlights that children actively build their own understanding through physical and mental exploration of their surroundings. Educators following this approach prioritize the thinking process and the child's logic over simply arriving at correct answers. Providing opportunities for students to manipulate objects and ideas allows them to construct knowledge in a way that is personally meaningful and lasting.

14. (C) Metacognitive self-regulation strategy instruction
Metacognitive strategies involve teaching students how to think about their own thinking and manage their learning processes. Using acronyms or checklists for self-editing helps students monitor their work and apply rules systematically during academic tasks. This instruction empowers learners to become more independent by providing them with internal tools to regulate their performance and correct their own errors in writing.

15. (B) I, II, and III only
Effective cognitive strategies facilitate the organization and retention of information in long-term memory for students with special needs. Techniques such as chunking data, creating visual organizers, and using mnemonic devices help bridge gaps in processing. These methods reduce cognitive overload and provide structured frameworks that make retrieval more efficient, ultimately enhancing the student's ability to master and apply complex concepts.

16. (C) Piaget views learning as an individual activity of discovery, whereas Vygotsky views learning as a socially mediated process.
Piaget's theory emphasizes that children discover knowledge through individual exploration and biological maturation as they move through cognitive stages. In contrast, Vygotsky's social constructivism highlights that learning is fundamentally a social process facilitated by interaction with more knowledgeable others. This difference underscores whether the primary driver of development is internal cognitive construction or external social and cultural mediation.

17. (B) Attention, Retention, Motor Reproduction, Motivation
Observational learning follows a specific sequence where the learner first focuses on the model's behavior and then stores that information in memory. Following this, the learner must have the physical capability to perform the observed action and finally the desire or incentive to

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to reduce his sensory stress.
(B) Assigning Arjun to complete the entire group project alone in another room.
(C) Applying positive punishment techniques whenever Arjun shows high anxiety.
(D) Using a Social Story about changing plans and modeling flexible thinking.

55. Consider the following environmental elements for toddlers with developmental delays:
I. Providing age-appropriate and developmentally appropriate toys (e.g., shape sorters, nesting cups).
II. Structuring activities that follow the natural developmental sequence of play and communication.
III. Enforcing strict, passive desk-sitting tasks for 4 hours daily.
IV. Implementing early intervention goals that target developmental milestones in a natural play context.
Which of the above elements are critical under the developmental approach?
(A) I and II only
(B) I, II, and IV only
(C) II and III only
(D) I, III, and IV only

56. What is the main difference between "Forward Chaining" and "Backward Chaining" in teaching a multi-step task to a child with a severe disability?
(A) Forward chaining is used exclusively for motor skills, while backward chaining is used for cognitive skills.
(B) Forward chaining utilizes only positive reinforcement, while backward chaining relies on negative reinforcement.
(C) Forward chaining starts instruction at the first step, while backward chaining begins at the final step.
(D) Forward chaining is defined as a cognitive strategy, while backward chaining is a behavioral strategy.

57. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In a "Discrete Trial Training" (DTT) model, learning trials are highly structured, consisting of an antecedent (SD), a prompt, a response, and a consequence.
Reason (R): DTT is a naturalistic teaching strategy that takes place in the child's natural environment during child-initiated activities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

58. A student with moderate Intellectual Disability is being taught to cross a street safely. The teacher uses virtual reality software in the classroom to practice looking left and right, and then practices on the physical street. This strategy targets which critical behavioral learning process?
(A) Stimulus Generalization
(B) Behavioral Acquisition
(C) Sensory Habituation
(D) Behavioral Extinction

59. Which cognitive approach strategy involves teaching students to ask themselves questions such as "What is my goal?", "What is my plan?", and "Did my plan work?" to guide their own problem-solving process?
(A) Contingency Contracting
(B) Cognitive Self-Monitoring
(C) Systematic Desensitization
(D) Applied Behavior Analysis

60. Consider the following statements concerning "Response to Intervention" (RTI) as an educational framework for identifying and supporting students with learning difficulties:
I. Tier 1 involves high-quality, evidence-based instruction delivered to all students in the general education classroom.
II. Tier 2 involves targeted, small-group interventions for students who are not making adequate progress in Tier 1.
III. Tier 3 involves intensive, individualized intervention and may lead to a referral for special education evaluation.
IV. RTI is used exclusively for diagnosing severe orthopedic impairments.
Which of the above statements are correct?
(A) I and II only
(B) II, III, and IV only
(C) I, II, and III only
(D) I, II, III, and IV

61. A special educator teaches spelling by having the child trace the letters in sand while saying the letter sounds aloud, looking at a visual card, and writing the letters in the air. This utilizes:

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(C) Using tactile-vibrational feedback as the sole communication medium.
(D) Combining sign language, speech, lip-reading, and residual hearing.

48. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): For a student with Autism who exhibits severe sensory-seeking behaviors, a "sensory break" (e.g., jumping on a mini-trampoline) should be used as a reward contingent upon completing an academic task.
Reason (R): Access to sensory integration tools should be scheduled proactively to meet biological needs rather than used solely as contingent behavioral reinforcers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. Which of the following is an example of an "Ecological Curriculum" model used for students with severe-to-profound intellectual disabilities?
(A) Teaching abstract academic concepts like algebra and world history in classrooms.
(B) Teaching functional skills in actual community settings where they are needed.
(C) Utilizing virtual-reality games to simulate community experiences in a lab.
(D) Administering standardized IQ tests repeatedly to measure cognitive growth.

50. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): When designing an Individualized Education Programme (IEP) for a child with a disability, the general education curriculum must be modified to match the child's unique developmental level.
Reason (R): Children with disabilities have a right to free and compulsory education in an appropriate environment, including the adaptation of curriculum and teaching methods.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. Consider the following instructional interventions for students with Dyscalculia:
I. Using base-ten blocks to physically represent place value.
II. Rote-drill of double-digit multiplication rules without manipulatives.
III. Creating visual math organizers that connect word problems to physical actions.
IV. Encouraging students to verbalize their math reasoning aloud.
Which of the above strategies utilize a cognitive-constructivist and multisensory teaching approach?
(A) I and II only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

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52. In an inclusive classroom, "Differentiated Instruction" is a teaching approach that:
(A) Delivers completely different academic lessons to separate student groups in isolated school classrooms.
(B) Assesses students on modified individual standards while completely ignoring the general curriculum.
(C) Adapts content, process, products, and environment to match student readiness, interests, and profiles.
(D) Uses a single instruction strategy for all while grading students with disabilities on a lenient scale.

53. Which of the following is a key feature of "Direct Instruction" when teaching basic reading and arithmetic skills to slow learners?
(A) Scripted lessons, group responding, and rapid teacher questioning.
(B) Unstructured learning environments led primarily by student discovery.
(C) Instructional emphasis on implicit learning and incidental discovery.
(D) Decreasing immediate verbal feedback to reduce potential student stress.

54. Arjun is an 11-year-old student with high-functioning Autism Spectrum Disorder. During cooperative learning tasks, Arjun becomes highly anxious and aggressive when his group members deviate from the exact instructions of the assignment. To support Arjun, the special educator should implement which of the following social-cognitive interventions?
(A) Suspending Arjun from the class immediately

70. A student with profound bilateral hearing loss is integrated into a general education classroom. Which of the following adaptations is most critical for the teacher to implement to facilitate the student's receptive communication during class discussions?
(A) Shouting loudly and speaking directly into the student's ear.
(B) Placing the student at the back of the room to avoid distractions.
(C) Relying entirely on manual gestures without verbal communication.
(D) Using FM systems, strategic seating, and visual summaries.

71. In the behavioral approach, "Shaping" is a strategy defined as:
(A) Reinforcing only the final, error-free performance of a complex behavioral skill.
(B) Systematically reinforcing successive approximations toward a terminal target behavior.
(C) Placing all unwanted behaviors on extinction while physically prompting the child.
(D) Combining several simple behaviors into a complex chain using forward prompting.

72. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Graphic organizers and concept maps are highly effective cognitive tools for students with Specific Learning Disabilities (SLD) in reading comprehension.
Reason (R): Graphic organizers reduce the cognitive load on working memory by visually organizing semantic relationships and key concepts.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

73. Which of the following is an example of "Task Analysis" in teaching daily living skills?
(A) Providing a contingent reward immediately after the child completes teeth brushing.
(B) Instructing the child to watch a video model of a peer brushing their teeth.
(C) Assessing the child's baseline intelligence quotient before teaching hygiene.
(D) Breaking down the complex skill of "brushing teeth" into small, sequential steps.

74. In Social Skills Training (SST) for children with social communication difficulties, "Social Scripting" is used to:
(A) Provide written or visual dialogue options for specific social situations.
(B) Compel students to memorize long, structured theatrical play dialogues.
(C) Prevent the child from engaging in spontaneous speech with classmates.
(D) Condition physical motor reflexes using repetitive auditory sound cues.

75. Consider the following practices regarding inclusive education:
I. Eliminating physical barriers through the provision of ramps and accessible toilets.
II. Restructuring school curricula to allow flexible options for exams.
III. Ensuring all children with disabilities are educated in specialized segregated residential institutions.
IV. Supplying assistive devices and high-quality teaching-learning materials in accessible formats.
Which of the above practices align with the principles of inclusive education?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

76. In Vygotsky's theory, "Scaffolding" is best represented by which of the following teacher actions?
(A) Giving the student a low grade on assignments to motivate them to study harder in class.
(B) Offering hints and structures, then gradually withdrawing support as competence grows.
(C) Leaving the student entirely alone to solve complex math problems to foster independence.
(D) Presenting the entire academic curriculum through formal lectures without student input.

77. A child with low muscle tone and motor coordination difficulties is taught to write using a pencil with a thick foam grip. This modification is an example of a:
(A) Low-tech assistive physical adaptation
(B) Curricular accommodation in core content
(C) Environmental cognitive learning barrier

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(A) VAKT multisensory approach
(B) Auditory-verbal therapy alone
(C) Behavioral classical conditioning
(D) Cognitive mapping

62. In the context of assistive technology, what is the primary pedagogical function of a "refreshable Braille display" for a student with visual impairment?
(A) To magnify and adjust printed book pages on a high-definition digital monitor.
(B) To translate spoken auditory voice signals directly into readable digital text.
(C) To display computer screen text in tactile Braille format using dynamic pins.
(D) To monitor and track visual eye movements across a high-resolution computer screen.

63. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In a "Co-Teaching" model, the special educator must always act as an assistant to the general educator, focusing only on managing classroom discipline.
Reason (R): Effective co-teaching requires parity, shared responsibility, and joint planning to meet the needs of all students in the classroom.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

64. A classroom teacher uses a "token board" where a student with ADHD earns star stickers for completing tasks. Once the student collects five stars, they exchange them for 10 minutes of computer time. In this behavioral strategy, the computer time is the:
(A) Conditioned Reinforcer
(B) Primary Reinforcer
(C) Back-up Reinforcer
(D) Unconditioned Stimulus

65. Which of the following is classified under the disability category of "Intellectual Disability"?
(A) Down Syndrome and Fragile X Syndrome
(B) Specific Learning Disabilities and Attention-Deficit/Hyperactivity Disorder
(C) Astigmatism and Auditory Processing Disorders
(D) Muscular Dystrophy and Juvenile Arthritis

66. Consider the following Universal Design for Learning (UDL) guidelines:
I. Providing options for customization of display of information (e.g., text size, contrast).
II. Providing alternatives for auditory and visual information.
III. Clarifying vocabulary, symbols, syntax, and structure.
IV. Restricting students to a single, written format for all assessments.
V. Illustrating concepts through multiple media (e.g., videos, 3D models).
Which of the above guidelines support "Multiple Means of Representation"?
(A) I, II, and III only
(B) I, II, III, and V only
(C) II, III, and IV only
(D) I, II, III, IV, and V

67. According to Piaget's developmental stages, a child who cannot understand that the quantity of water remains the same when poured from a tall, thin glass into a short, wide bowl is in which stage of cognitive development?
(A) Sensorimotor Stage
(B) Preoperational Stage
(C) Concrete Operational Stage
(D) Formal Operational Stage

68. What is the main purpose of "Functional Communication Training" (FCT) in behavioral intervention?
(A) To eliminate natural vocal speech and replace it with basic manual hand gestures.
(B) To train students to communicate exclusively with certified special educators.
(C) To teach an appropriate communicative behavior serving the same function.
(D) To use physical restraint techniques to compel the student to produce speech.

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69. Kunal is a 14-year-old student with moderate Intellectual Disability. He is being taught to buy groceries. The special educator designs a "Task Analysis" of the shopping process and takes Kunal to the local grocery store three times a week to practice. This instructional strategy of teaching functional skills in the actual context where they are used is known as:
(A) Community-Based Instruction (CBI)
(B) Direct Instruction
(C) Simulated Cognitive Training
(D) Peer-Mediated Intervention

from the start.

87. A child with Dyslexia is being taught spelling. The teacher has the child trace sandpaper letters while saying the letter names aloud. This method relies on which sensory channels?
(A) Auditory, visual, and spatial channels
(B) Tactile, kinesthetic, visual, and auditory
(C) Olfactory, visual, and tactile pathways
(D) Vestibular and proprioceptive sensory paths

88. In the behavioral approach, "Overcorrection" is a form of:
(A) Positive Reinforcement
(B) Negative Reinforcement
(C) Positive Punishment
(D) Negative Punishment

89. A student with ADHD struggles to organize their school locker and find their textbooks. Which cognitive strategy would be most helpful?
(A) Administering a negative punishment every time they misplace a textbook.
(B) Informing the student that organization is a purely natural biological ability.
(C) Restricting the student's physical access to their locker space entirely.
(D) Providing a physical checklist with visual step-by-step organizational guidelines.

90. Which of the following is an example of "low-tech" assistive technology for a student with physical/motor coordination difficulties?
(A) A rubber pencil grip and a slanted writing board
(B) A computerized eye-gaze communication device
(C) An electric wheelchair with custom joystick control
(D) Screen-reading software with text-to-speech output

91. In the "Developmental Approach," the assessment of young children with special needs focuses on:
(A) Determining their general intelligence quotient through formal standardized cognitive psychometric tests.
(B) Mapping functional skills against natural milestones across cognitive, language, and motor domains.
(C) Comparing their academic test scores directly to standardized national or regional school board exams.
(D) Evaluating their physical endurance, gross motor coordination, and physiological responses under stress.

92. A teacher uses a visual timer (e.g., Time Timer) that shows a red disc disappearing as time passes to help a student with Autism manage transitions between activities. This strategy is an application of:
(A) Behavioral escape conditioning
(B) Cognitive visual structural support
(C) Social peer-modeling strategy
(D) Behavioral extinction training

93. In a "Station Teaching" model of co-teaching:
(A) Teachers facilitate separate learning stations, and students rotate between them.
(B) One teacher instructs the entire class while the co-teacher monitors from the back.
(C) One teacher instructs in the classroom while the other takes a subgroup to another room.
(D) Both teachers deliver the exact same lecture content simultaneously to the whole class.

94. The "Fernald Method" is a multisensory technique used for teaching reading and writing that follows which sequence of sensory processing?
(A) Listening → Typing on keyboard → Silent reading
(B) Pronouncing → Blindfolded drawing → Written spelling
(C) Tracing → Writing from memory → Printed reading
(D) Copying text → Keyboard typing → Visual scanning

95. In the context of behavioral interventions, "Satiation" refers to:
(A) An increase in the direct effectiveness of a specific reinforcer due to its temporary deprivation.
(B) The rapid, temporary acceleration of a target inappropriate behavior during early extinction stages.
(C) The physical exhaustion and loss of stamina in a student following periods of high physical exertion.
(D) A decrease in target behavior frequency because a reinforcer has lost value due to over-exposure.

96. Which of the following is a primary focus of the "Social Approach" to special education?

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(A) Enhancing motor coordination, physical stamina, and sensory integration therapies for children.
(B) Teaching complex algebraic functions, geometric structures, and abstract mathematical calculus.
(C) Developing peer relationships, communication, and social skills through collaborative tasks.
(D) Conducting detailed neurological assessments and evaluations of localized cerebral brain damage.

97. When a teacher provides a verbal prompt, such as saying "Put your coat on the hook," and points to the hook, which prompting combination is being used?
(A) Physical and Visual prompt
(B) Verbal and Gestural prompt
(C) Modeling and Tactile prompt
(D) Natural cue and Physical prompt

98. Inclusive education is best defined as a system of education where:
(A) All children with disabilities are educated only in special schools.
(B) Children with disabilities are admitted to general classrooms but must fit into the existing rigid system without support.
(C) Only children with high academic performance are integrated into general classrooms.
(D) Children with and without disabilities learn together and the system of teaching is adapted to meet their diverse needs.

99. In the cognitive approach to learning, the concept of "Cognitive Load" refers to:
(A) The amount of mental effort utilized in working memory.
(B) The actual biological physical weight of the human brain.
(C) The biological upper limit of natural sensory adaptation.
(D) The total quantity of scientific facts memorized by a student.

100. A child with moderate intellectual disability is being taught to make a sandwich. The teacher models the entire task, then guides the child through each step, and immediately praises the child for correct responses. This direct, structured teaching approach is known as:
(A) Incidental Teaching method
(B) Discovery Learning method
(C) Direct/Explicit Instruction
(D) Non-Directive Therapy method

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ANSWERS

1. (B) The child has attained the prerequisite maturational and developmental milestones.
Developmental readiness involves ensuring that a learner has reached the necessary maturational and prerequisite stages before introducing specific tasks. This approach emphasizes that instruction is most effective when synchronized with a child's internal growth patterns. By respecting individual developmental trajectories, educators can select appropriate goals that align with the child's current functional abilities and physical maturation.

2. (D) Shoulder girdle stability and bilateral arm control through gross motor activities.
Motor development typically follows proximodistal and cephalocaudal patterns, meaning control starts from the center of the body and moves outward to the extremities. Establishing shoulder girdle stability is a vital prerequisite for developing fine motor dexterity in the fingers and wrists. Focusing on proximal gross motor control provides the necessary foundation for subsequent fine motor skill acquisition.

3. (A) Both A and R are true and R is the correct explanation of A
Scaffolding within the Zone of Proximal Development facilitates learning by providing temporary support that matches the student's current level. As the learner gains competence, this support is systematically removed to promote independent mastery. This process is essential for transitioning students from needing external guidance to achieving self-regulation, which is a core goal of the developmental-constructivist educational approach.

4. (C) Jean Piaget
Cognitive development is viewed as an active process where children build mental structures known as schemata through their interactions with the environment. This theory emphasizes that learners are not passive recipients of information but rather active participants who organize knowledge via assimilation and accommodation. Development is marked by a series of distinct stages that reflect qualitative changes in thinking.

5. (D) I, II, and III
The ecological systems model explains how various environmental layers influence a child's development. This includes immediate settings like home and school, the interactions between these settings such as parent-teacher communication, and broader societal influences like national laws and cultural values. For children with special needs, these interconnected systems must work harmoniously to provide comprehensive support and effective intervention.

6. (A) I and II only
Task analysis involves breaking down a complex skill into smaller, manageable steps to facilitate easier learning for students with disabilities. Backward chaining is a specific teaching method where the student is taught the final step of a sequence first to ensure immediate reinforcement and success. These behavioral strategies are frequently combined to teach functional daily living skills effectively and systematically.

7. (B) Differential Reinforcement of Incompatible Behavior (DRI)
Differential reinforcement of incompatible behavior involves providing reinforcement for a response that cannot physically occur at the same time as the problem behavior. By encouraging a student to keep their hands on a desk, the educator makes it impossible for the student to engage in hand-flapping. This strategy effectively reduces undesirable actions by strengthening positive, competing motor responses.

8. (A) Both A and R are true and R is the correct explanation of A
Implementing a latency period between an instruction and a prompt allows the learner time to respond independently before assistance is provided. This delay is critical in preventing the student from becoming overly reliant on teacher cues to perform a task. Ensuring the learner has the opportunity to initiate the target behavior helps build confidence and fosters long-term skill mastery.

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(D) Behavioral prompting and guidance strategy

78. Which of the following behavioral procedures is used when a teacher systematically ignores a child's minor attention-seeking tantrums, resulting in a gradual decrease in the tantrum behavior?
(A) Positive Punishment
(B) Overcorrection
(C) Extinction
(D) Negative Reinforcement

79. In the cognitive approach, "Metacognition" refers to:
(A) The physical development and maturation of the human cerebral cortex.
(B) The automatic behavioral conditioning of involuntary physical responses.
(C) The biological growth and developmental maturation of sensory organs.
(D) An individual's awareness and regulation of their own thinking processes.

80. A special educator utilizes "choral responding" during reading instruction, where the entire class responds in unison to the teacher's prompts. This strategy is primarily designed to:
(A) Allow the classroom teacher to rest their voice during direct instruction.
(B) Isolate students with developmental speech delays from their classmates.
(C) Increase student active response rates and reduce performance anxiety.
(D) Eliminate the need for conducting any formal or informal class assessments.

81. Which developmental milestone is typically achieved first by a developing infant?
(A) Sitting independently without support
(B) Rolling over from stomach to back
(C) Pulling up to a standing position
(D) Crawling on hands and knees

82. In an inclusive classroom, a teacher uses "cooperative learning" structures like "Think-Pair-Share". This pedagogical approach primarily aligns with which theory of learning?
(A) Skinner's Operant Conditioning
(B) Pavlov's Classical Conditioning
(C) Thorndike's Law of Effect
(D) Vygotsky's Social Constructivism

83. When designing a physical education class that includes a student with a physical disability, which of the following modifications represent appropriate "differentiated instruction"?
(A) Adapting game rules, equipment, and play areas to facilitate active participation.
(B) Excusing the student from physical activities and sending them directly to the library.
(C) Forcing all students to play sitting down, regardless of their motor abilities.
(D) Requiring the student with physical delays to run at the same speed as peers.

84. Which of the following describes the behavioral concept of "Generalization"?
(A) The student performs the target behavior only in the presence of the specific teacher who taught them.
(B) The rapid, permanent decrease in target behavior once reinforcement is completely withheld.
(C) The student performs the behavior across different settings, people, and conditions over time.
(D) The instructional process of breaking a complex physical skill down into smaller sub-steps.

85. According to international frameworks on disability rights, education systems must ensure:
(A) An inclusive education system at all levels focused on developing full human potential.
(B) A completely separate and specialized parallel education system for children with disabilities.
(C) That children with severe intellectual disabilities are exempted from mandatory primary education.
(D) That specialized vocational education is strictly prioritized over basic academic literacy.

86. Which of the following is a key feature of "Universal Design for Learning" (UDL) in the lesson planning stage?
(A) Planning a single rigid lesson and retroactively trying to adapt it for students who experience failure.
(B) Restricting classroom instruction and lesson materials exclusively to visual presentation modalities.
(C) Grouping students into learning tracks strictly based on their standardized cognitive IQ scores.
(D) Designing flexible goals, methods, materials, and assessments to accommodate learners

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execute it. This four-step process explains how social behaviors and adaptive skills are acquired through imitation.

18. (A) Both A and R are true and R is the correct explanation of A
Peer-mediated interventions utilize typically developing students to model and reinforce social skills for their classmates with Autism Spectrum Disorder. By training peers to initiate interactions, educators create a more naturalistic and inclusive social environment. This approach is highly effective because it provides frequent opportunities for practice and social engagement within the context of everyday school activities and peer relationships.

19. (A) I and II only
Successful cooperative learning requires that all group members depend on each other to reach a common goal while also being responsible for their own individual contributions. This balance of positive interdependence and individual accountability ensures that every student, including those with disabilities, is an active participant. Heterogeneous grouping is preferred in inclusive settings to provide diverse models and support systems.

20. (C) Peer Tutoring (e.g., CWPT or PALS)
Peer tutoring is a social approach where students work in pairs to master academic content under teacher supervision. This strategy allows for individualized pacing and frequent opportunities for feedback, which is particularly beneficial for students with special needs. It also fosters positive social relationships and increases engagement by placing students in active roles as both learners and supporters of their peers.

21. (D) A is false but R is true
The Universal Design for Learning framework is an inclusive approach meant for all students, not just those with diagnosed disabilities. Its primary goal is to minimize barriers to learning from the start by offering multiple ways to represent information, express knowledge, and engage with content. This proactive design benefits the entire classroom by accommodating diverse learning styles, abilities, and backgrounds.

22. (D) Orton-Gillingham Approach
The Orton-Gillingham approach is a highly structured, multisensory method specifically designed to help students with dyslexia learn to read and spell. It integrates visual, auditory, and kinesthetic-tactile pathways simultaneously to strengthen memory and learning of phonemes and language structures. This systematic and explicit instructional program is a gold standard for addressing the unique literacy needs of struggling readers.

23. (B) Parallel Teaching
In the parallel teaching model, the class is split into two smaller groups, and both teachers deliver the same lesson simultaneously. This arrangement reduces the student-teacher ratio, allowing for more individualized attention and increased participation. It is an effective way to differentiate instruction while keeping all students on the same curricular path, fostering a more inclusive and supportive classroom environment.

24. (C) High-tech eye-gaze tracking device or switch-accessible tablet.
For students with significant motor impairments and good cognitive comprehension, high-tech assistive technology offers essential pathways for communication. Eye-gaze tracking and switch-accessible devices allow individuals to bypass physical barriers to writing and speaking. These tools provide a reliable method for expressing thoughts and participating in the curriculum, ensuring the student can demonstrate their true academic potential despite physical limitations.

25. (A) I, II, and III only
Appropriate accommodations for students with low vision focus on improving access to information and the physical environment. This includes providing large-print materials, utilizing assistive technology like screen readers, and optimizing classroom lighting. Such modifications ensure that the student can participate fully in the curriculum alongside their peers. Permanent exemption from assessments is not considered an appropriate or inclusive educational practice.

26. (A) Direct Instruction
Direct instruction is a teacher-led approach that emphasizes clear, explicit teaching of new skills through small, sequential steps. It involves constant interaction between the teacher and students, providing immediate corrective feedback and multiple opportunities for guided practice. This systematic method is highly

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instructions aloud, then whispers them, and finally performs the task using silent, internal speech. This progression helps students with ADHD manage impulsivity and guide their own problem-solving.

44. (C) A is true but R is false
Response cost is a negative punishment procedure that involves taking away a specific amount of a reinforcer, such as tokens or points, following an inappropriate behavior. It does not involve the presentation of aversive physical stimuli. This technique is often used within a token economy to reduce problematic actions by providing a clear and immediate consequence that involves the loss of a privilege.

45. (B) I, II, and IV only
Peer-Assisted Learning Strategies involve structured, reciprocal roles where students take turns tutoring and being tutored. The program uses scripted procedures to ensure that "coaches" provide correct prompts and feedback, and it includes regular progress monitoring to track student growth. These elements foster a supportive, non-competitive environment that allows students with disabilities to practice essential skills with their peers in a structured manner.

46. (C) III only
The strategic network in the Universal Design for Learning framework is concerned with the "how" of learning and is addressed by providing options for action and expression. This network focuses on how students plan, execute, and monitor their physical and mental actions during learning. Supporting this network involves offering diverse ways for students to demonstrate what they know and interact with learning materials.

47. (D) Combining sign language, speech, lip-reading, and residual hearing.
Total communication is an instructional philosophy that encourages the use of any and all means to facilitate communication for students with hearing impairments. This includes a flexible combination of manual sign language, spoken language, lip-reading, and the use of residual hearing through technology. The goal is to provide a comprehensive and accessible communication environment that meets the individual needs of the student.

48. (B) Both A and R are true but R is not the correct explanation of A
Sensory breaks should be provided proactively based on a child's biological and neurological needs rather than being used only as a reward for completing work. While sensory activities can be reinforcing, scheduling them throughout the day helps maintain an optimal level of arousal and prevents behavior problems before they occur. This proactive approach ensures the student's sensory systems are regulated for learning.

49. (B) Teaching functional skills in actual community settings where they are needed.
An ecological curriculum focuses on teaching functional skills within the natural environments where they will actually be used, such as grocery stores, parks, or workplaces. This approach is highly effective for students with severe disabilities because it facilitates the generalization of skills to real-world contexts. By training in community settings, educators ensure that the skills being taught are relevant and immediately applicable.

50. (A) Both A and R are true and R is the correct explanation of A
An Individualized Education Programme is a legal and pedagogical tool that ensures the curriculum is adapted to meet the unique needs of a child with a disability. Modifying the general curriculum is necessary to provide an appropriate education in the least restrictive environment. This process respects the student's right to access learning in a way that is developmentally suitable and individually supportive.

51. (C) I, III, and IV only
Strategies for dyscalculia should be multisensory and grounded in cognitive-constructivist principles to build deep mathematical understanding. Using manipulatives like base-ten blocks, visual organizers, and verbalizing thought processes helps students connect physical actions to abstract concepts. These methods contrast with rote-drill techniques, as they focus on how students construct meaning and represent mathematical relationships through diverse sensory and cognitive channels.

52. (C) Adapts content, process, products, and environment to match student readiness, interests, and profiles.
Differentiated instruction is a proactive approach where teachers modify their teaching methods to

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inquiry-based discovery and cognitive mapping encourage students to explore concepts and build mental frameworks. These methods contrast with rote memorization, as they focus on deep understanding and the child's ability to organize and manipulate information through active mental and physical engagement with the material.

36. (C) Variable Ratio Schedule of Reinforcement (VR)
A variable ratio schedule provides reinforcement after an unpredictable number of responses. Because the student does not know exactly when the reward will come, the behavior continues at a steady and high rate. This schedule is exceptionally resistant to extinction, making it highly effective for maintaining social and adaptive skills over time once they have been initially acquired through more frequent reinforcement.

37. (A) Solitary Play → Parallel Play → Associative Play → Cooperative Play
Children's play typically progresses from playing alone to more complex social interactions. It begins with solitary play, moves to parallel play where children play near each other, then to associative play with some interaction, and finally to cooperative play with shared goals. Understanding this sequence allows educators to support children with developmental delays as they move toward more sophisticated social and communicative behaviors.

38. (D) A is false but R is true
Private speech is an important developmental tool used by children to talk themselves through difficult tasks and regulate their own behavior. Instead of being silenced, it should be recognized as a self-regulatory mechanism that supports cognitive planning and problem-solving. For children with developmental delays, this externalized thinking is a crucial step toward internalizing thought processes and achieving independent self-regulation.

39. (B) Requiring a low-probability behavior (sitting) before allowing a high-probability one (playing).
The Premack Principle uses a high-frequency, preferred activity to reinforce a low-frequency, less preferred behavior. By requiring a student to complete a challenging task like sitting before allowing them to engage in a favorite play activity, the teacher increases the likelihood of the desired behavior. This strategy effectively uses natural preferences as motivators to improve compliance and task engagement in the classroom.

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40. (C) I, II, and IV only
An effective transition plan focuses on preparing a student with disabilities for adult life through goal-oriented planning. This includes setting post-secondary education or vocational objectives, developing independent living skills, and connecting with community service providers. Academic curricula must be modified or adapted to meet these functional transition goals rather than strictly following a rigid, non-modified program that may not serve the student's needs.

41. (A) Concrete Object → Representational Image → Abstract Notation
Mathematical instruction for students with learning disabilities often follows a sequence from physical manipulation to abstract understanding. It begins with concrete objects, moves to representational images like drawings, and ends with abstract symbols and notations. This progression helps students build a solid conceptual foundation by grounding abstract mathematical ideas in physical reality and visual models before moving to formal symbolic arithmetic.

42. (D) A is false but R is true
Both positive and negative reinforcement are designed to increase the future frequency of a target behavior. Negative reinforcement achieves this by removing an unpleasant or aversive stimulus once the desired behavior occurs. It is often confused with punishment, which is intended to decrease behavior. Understanding this distinction is essential for effectively using behavioral principles to encourage and strengthen adaptive skills in the classroom.

43. (B) Cognitive Modeling → Overt External Guidance → Overt Self-Guidance → Faded Overt Self-Guidance → Covert Self-Instruction
Self-instructional training follows a specific sequence to help students internalize self-regulatory speech. It starts with the teacher modeling the process, followed by the student performing the task while receiving external guidance. The student then speaks the

effective for teaching foundational academic skills to students who require structured support to master complex concepts or procedures.

27. (A) Both A and R are true and R is the correct explanation of A
Errorless learning strategies utilize immediate prompts to guide a student to the correct response, preventing the occurrence of mistakes during the early stages of learning. This is particularly beneficial for learners with memory or intellectual disabilities who might otherwise repeat and reinforce incorrect patterns. By ensuring consistent success, this approach builds confidence and facilitates more efficient acquisition of new skills.

28. (B) Collaborative goal-setting driven by family priorities, resources, and values.
Family-centered practice recognizes that the family is the constant in a child's life and the primary source of support. It emphasizes a collaborative partnership between professionals and parents to identify goals that reflect the family's unique needs and cultural context. This approach empowers parents and ensures that interventions are integrated into the child's natural daily routines and home environment.

29. (A) Tactile and proprioceptive systems
When both vision and hearing are impaired, the tactile and proprioceptive systems become primary channels for learning and interacting with the environment. Tactile cues provide information through touch, while proprioception helps the individual understand their body's position and movement in space. Utilizing these senses allows a student to navigate their surroundings and communicate effectively despite the loss of distant sensory inputs.

30. (D) I, II, and III
Group contingencies are behavioral management strategies where reinforcement is based on the performance of individuals, a specific group member, or the entire class. Independent contingencies reward only those who meet the goal, dependent contingencies rely on one person's success for the group reward, and interdependent contingencies require everyone to succeed. These methods are used to motivate students and encourage positive social interactions.

31. (D) To describe other people's feelings, beliefs, or reactions in the situation.
Social Stories are designed to help individuals with Autism understand social situations and expectations. Perspective sentences specifically focus on explaining the internal states of others, such as their thoughts, feelings, and motivations. By providing this information, the story helps the student predict reactions and understand the "why" behind social rules, leading to more successful and appropriate social interactions.

32. (A) Both A and R are true and R is the correct explanation of A
Jigsaw structures promote inclusion by making every student an essential contributor to the group's success through resource interdependence. Each member is responsible for learning and then teaching a specific portion of the material to their peers. This cooperative arrangement encourages positive interaction and reduces social isolation, as all students, regardless of ability, are seen as valuable sources of information.

33. (B) Collaborating with general educators to design IEPs, curricula, and assistive tools.
A special education teacher plays a critical role in an inclusive school by working closely with general education colleagues. They provide expertise in adapting lessons, implementing individualized goals, and selecting appropriate assistive technologies. This collaborative partnership ensures that the diverse needs of all students are met within the general classroom, facilitating meaningful access to the curriculum and social integration with peers.

34. (D) The child completes the final step first to experience immediate success and natural reinforcement.
Backward chaining is a behavioral teaching strategy that focuses on completing the last step of a task sequence first. This allows the learner to experience the natural reinforcement of finishing a task immediately. It is particularly effective for students with intellectual disabilities because it provides a clear sense of accomplishment and maintains motivation throughout the process of learning a multi-step daily skill.

35. (B) I and III only
Cognitive constructivism emphasizes active learning and the connection of new information to existing knowledge structures. Strategies like

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accommodate the diverse learning needs of all students in an inclusive classroom. By adjusting the content being taught, the activities used, and the ways students demonstrate learning, educators can reach every learner. This strategy ensures that instruction is challenging yet accessible, respecting individual differences while maintaining high academic standards.

53. (A) Scripted lessons, group responding, and rapid teacher questioning.
Direct instruction is characterized by a fast-paced, highly structured format that uses scripted lessons to ensure consistency and clarity. It frequently involves choral or group responding to keep all students engaged and provides immediate feedback through teacher questioning. This explicit approach is designed to maximize student response rates and ensure the mastery of foundational skills through systematic and repetitive practice.

54. (D) Using a Social Story about changing plans and modeling flexible thinking.
Social-cognitive interventions for students with Autism often focus on teaching flexibility and coping strategies for unpredictable situations. Social Stories can provide a clear, visual framework for understanding why plans might change and how to react calmly. Modeling flexible thinking allows the student to see and practice alternative responses, reducing anxiety and improving their ability to participate in cooperative group activities.

55. (B) I, II, and IV only
The developmental approach for toddlers emphasizes the importance of providing toys and activities that match their current functional level and natural milestones. Instruction should follow the typical sequence of development and take place within natural play contexts to be most effective. Passive, rigid tasks are generally inappropriate for this age group, as active exploration and social interaction are the primary drivers of growth.

56. (C) Forward chaining starts instruction at the first step, while backward chaining begins at the final step.
Chaining methods are behavioral strategies used to teach multi-step tasks by breaking them down into individual links. Forward chaining begins by teaching the first step in the sequence and then moving forward. Backward chaining starts with the teacher performing all but the last step, which the student completes. Both methods use systematic reinforcement but differ in where the instruction and student participation begin.

57. (C) A is true but R is false
Discrete Trial Training is a highly structured behavioral intervention that breaks skills into small, "discrete" trials, often conducted in a one-on-one setting. Each trial consists of a clear instruction, a prompt if needed, the student's response, and an immediate consequence. While effective for skill acquisition, it is a structured approach rather than a naturalistic teaching strategy that occurs during child-initiated play.

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58. (A) Stimulus Generalization
Stimulus generalization occurs when a student can perform a learned behavior in settings and situations different from the one where it was originally taught. Using tools like virtual reality to practice a skill in the classroom before attempting it in the real world helps bridge the gap between training and application. This process is critical for ensuring that functional skills are useful in everyday life.

59. (B) Cognitive Self-Monitoring
Cognitive self-monitoring involves teaching students to use internal dialogue to guide and evaluate their own problem-solving processes. By asking themselves questions about their goals and progress, students become more aware of their thinking and can adjust their strategies as needed. This metacognitive approach empowers learners to take control of their learning and develop more effective and independent problem-solving skills in various contexts.

60. (C) I, II, and III only
Response to Intervention is a multi-tier framework used to provide early support for students with learning and behavioral needs. It starts with high-quality classroom instruction for everyone, moves to targeted small-group support for those struggling, and finally to intensive, individualized intervention. This systematic process helps identify students who may require special education services while providing immediate help to all learners who need it.

96. (C) Developing peer relationships, communication, and social skills through collaborative tasks.
The social approach to special education emphasizes the importance of social interaction and communication in the learning process. It focuses on helping students build meaningful relationships with their peers and developing the skills needed for successful collaboration. By prioritizing social engagement, this approach aims to foster a more inclusive and supportive community where all students feel valued and can learn from one another.

97. (B) Verbal and Gestural prompt
Providing a verbal instruction while simultaneously pointing to an object is a combination of two different prompting levels. The verbal prompt tells the student what to do, while the gestural prompt (pointing) provides a visual cue that clarifies where or how the action should be performed. This combination helps ensure the student understands the expectation and can respond correctly, facilitating the learning process.

98. (D) Children with and without disabilities learn together and the system of teaching is adapted to meet their diverse needs.
Inclusive education is a transformative approach where all students are educated together in the same classroom, regardless of their abilities or disabilities. It requires the school system to adapt its methods, materials, and environment to ensure that every student can participate and succeed. This philosophy celebrates diversity and focuses on creating a sense of belonging and community for all learners in the general education system.

99. (A) The amount of mental effort utilized in working memory.
Cognitive load refers to the total amount of information and mental effort that working memory can handle at one time. For students with special needs, tasks that are too complex or poorly organized can exceed their cognitive capacity, making learning difficult. Educators aim to manage cognitive load by breaking information into smaller chunks and using visual aids, ensuring that students can process and store new knowledge effectively.

100. (C) Direct/Explicit Instruction
Direct instruction is a highly structured, teacher-led method that uses modeling, guided practice, and immediate reinforcement to teach new skills. By providing clear examples and systematic feedback, the teacher ensures that the student understands each part of the task before moving on. This explicit approach is very effective for students with intellectual disabilities, as it provides the structured support and high success rate they need.

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70. (D) Using FM systems, strategic seating, and visual summaries.
Supporting a student with significant hearing loss in a general classroom requires a combination of technological and environmental adaptations. FM systems amplify the teacher's voice directly to the student's hearing aid, while strategic seating ensures better access to visual cues like lip-reading. Providing visual summaries further supports comprehension by grounding auditory information in clear, written or pictorial formats that the student can easily follow.

71. (B) Systematically reinforcing successive approximations toward a terminal target behavior.
Shaping is a behavioral process used to teach new and complex skills by reinforcing small steps that gradually lead to the final goal. The teacher begins by rewarding any behavior that is even slightly similar to the target action and slowly raises the requirement for reinforcement. This method allows students to learn difficult behaviors through a series of manageable and successful increments.

72. (A) Both A and R are true and R is the correct explanation of A
Graphic organizers are powerful cognitive tools that help students visually organize and connect information. By reducing the amount of data that must be held in working memory, these tools make complex relationships easier to understand and remember. This is particularly beneficial for students with learning disabilities, as it provides a structured framework for comprehending text and organizing their own thoughts.

73. (D) Breaking down the complex skill of "brushing teeth" into small, sequential steps.
Task analysis is the process of identifying and sequencing the individual steps required to complete a complex activity. By breaking a task like brushing teeth into its simplest components, educators can teach and reinforce each part systematically. This approach makes learning more manageable for students with disabilities and provides a clear roadmap for both the teacher and the learner during instruction.

74. (A) Provide written or visual dialogue options for specific social situations.
Social scripting provides students with social communication difficulties a set of ready-to-use phrases or dialogues for specific social interactions. These scripts act as a scaffold, helping students know what to say and how to respond in various situations. Over time, these scripts can be faded as the student becomes more comfortable and spontaneous in their social engagements with peers and adults.

75. (B) I, II, and IV only
Inclusive education aims to create a school environment where all children can learn together by removing physical, curricular, and social barriers. This involves providing accessible facilities, flexible assessment options, and necessary assistive technology. Segregating children into separate institutions is contrary to these principles, which advocate for the right of every child to be part of the general education system with appropriate supports.

76. (B) Offering hints and structures, then gradually withdrawing support as competence grows.
Scaffolding is a teaching technique where the instructor provides temporary support to help a student master a task within their Zone of Proximal Development. This might include providing cues, breaking tasks into steps, or offering encouragement. As the student gains skill and confidence, the teacher gradually fades the support, eventually allowing the student to perform the task independently and achieve mastery.

77. (A) Low-tech assistive physical adaptation
A thick foam pencil grip is an example of a low-tech assistive device that provides a simple physical adaptation for a student with motor difficulties. These types of tools are often inexpensive and easy to implement but can significantly improve a student's ability to participate in classroom activities like writing. Such adaptations focus on modifying the tool to match the student's physical capabilities.

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78. (C) Extinction
Extinction is a behavioral procedure that involves withholding reinforcement for a behavior that was previously reinforced. When a teacher ignores attention-seeking tantrums, they are removing the attention that maintained the behavior. This results in a gradual decrease in the frequency of the tantrums over time. It is a non-punitive way to reduce undesirable

61. (A) VAKT multisensory approach
The VAKT approach integrates visual, auditory, kinesthetic, and tactile senses to enhance learning and memory. By having a child trace letters while seeing them and hearing their sounds, the teacher engages multiple neural pathways simultaneously. This method is particularly effective for students with learning disabilities because it provides redundant sensory information, making it easier to encode and retrieve complex academic concepts like spelling.

62. (C) To display computer screen text in tactile Braille format using dynamic pins.
A refreshable Braille display is an assistive device that converts digital text from a computer screen into tactile Braille characters. It uses small pins that move up and down to create Braille cells, allowing a student with visual impairment to read digital information independently. This technology provides essential access to the internet, documents, and software, facilitating full participation in the modern digital learning environment.

63. (D) A is false but R is true
Effective co-teaching is based on a partnership of parity where both the general and special educator share responsibility for planning, instruction, and assessment. The special education teacher is not an assistant but a co-equal professional who brings specialized knowledge to the classroom. This collaborative approach ensures that all students receive the support they need to succeed within the inclusive educational setting.

64. (C) Back-up Reinforcer
In a token economy, tokens or stars act as conditioned reinforcers that students earn for specific behaviors. The actual items or activities that students eventually trade their tokens for, such as extra computer time, are known as backup reinforcers. These backup rewards give the tokens their value and provide the primary motivation for the student to engage in the targeted adaptive behaviors.

65. (A) Down Syndrome and Fragile X Syndrome
Intellectual disability is characterized by significant limitations in both intellectual functioning and adaptive behavior. Conditions such as Down Syndrome and Fragile X Syndrome are common genetic causes of this disability. Students with intellectual disabilities often require individualized support and modifications to the curriculum to help them master functional skills and participate meaningfully in their school and community environments.

66. (B) I, II, III, and V only
Multiple means of representation is a core principle of Universal Design for Learning that focuses on providing diverse ways for students to perceive and comprehend information. This includes customizing how text and images are displayed, offering auditory and visual alternatives, and using multiple media like video and models. Restricting students to a single format contradicts this principle by creating unnecessary barriers to learning.

67. (B) Preoperational Stage
In Piaget's preoperational stage, children typically lack the concept of conservation, which is the understanding that quantity remains the same despite changes in shape or appearance. Their thinking is often centered on a single striking feature of an object rather than considering multiple dimensions. Achieving the understanding of conservation marks a transition into the more logical and systematic thinking of the concrete operational stage.

68. (C) To teach an appropriate communicative behavior serving the same function.
Functional Communication Training is a behavioral strategy that replaces challenging behaviors with more appropriate ways to communicate needs. By identifying why a behavior occurs, such as to request an item or a break, educators can teach the student a specific word, sign, or picture to use instead. This approach reduces frustration and problem behaviors by providing the student with an effective and socially acceptable voice.

69. (A) Community-Based Instruction (CBI)
Community-based instruction involves teaching functional and life skills in the actual community settings where they will be used. This direct practice helps students with intellectual disabilities overcome challenges with generalization and ensures they learn skills in a relevant context. By practicing in real stores or public spaces, students gain the confidence and practical experience needed for greater independence in their daily lives.

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child feels the texture (tactile), moves their hand (kinesthetic), sees the letter (visual), and hears the sound (auditory). This multisensory approach provides redundant information to the brain, which is especially helpful for students with dyslexia. It strengthens the associations between letters and sounds, making it easier for the student to learn and remember.

88. (C) Positive Punishment
Overcorrection is a behavior reduction procedure where a student is required to engage in an effortful behavior following a problem behavior. This might involve restoring the environment to an improved state or practicing the correct behavior multiple times. Because an activity is added as a consequence to decrease the behavior, it is classified as a form of positive punishment in behavioral psychology.

89. (D) Providing a physical checklist with visual step-by-step organizational guidelines.
For students with ADHD, externalizing the steps of a task can greatly improve their ability to stay organized and follow through. A visual checklist provides a concrete, step-by-step guide that helps compensate for difficulties with executive functioning and memory. This type of structured support empowers the student to manage their own belongings and routines more independently, leading to greater success in the classroom.

90. (A) A rubber pencil grip and a slanted writing board
Low-tech assistive technology includes simple, non-electronic tools that help students overcome physical or sensory barriers. A rubber pencil grip can help a student with poor fine motor control, while a slanted board can improve their posture and visual field for writing. These tools are effective, easy to use, and can significantly enhance a student's independence in performing everyday classroom tasks.

91. (B) Mapping functional skills against natural milestones across cognitive, language, and motor domains.
Assessment in the developmental approach focuses on comparing a child's current abilities to typical developmental milestones. By looking at functional skills across various domains, educators can identify specific areas where a child may be experiencing delays. This process provides a comprehensive picture of the child's development and serves as a basis for creating individualized intervention plans that target the most appropriate next steps.

92. (B) Cognitive visual structural support
Visual timers provide a concrete way for students with Autism to understand the passage of time and prepare for upcoming changes. By turning an abstract concept like "five minutes" into a visible, disappearing shape, the teacher provides structural support that reduces anxiety during transitions. This strategy uses the student's visual strengths to facilitate better self-regulation and smoother movement between different classroom activities.

93. (A) Teachers facilitate separate learning stations, and students rotate between them.
Station teaching is a co-teaching model where the classroom is divided into different learning areas, each focusing on a specific part of the lesson. Both teachers lead a station, and students rotate through all of them, sometimes including an independent work station. This model allows for small-group instruction and gives teachers the opportunity to work more closely with each student, facilitating better differentiation and engagement.

94. (C) Tracing → Writing from memory → Printed reading
The Fernald Method is a multisensory technique that helps students learn to read and write through a specific sequence of tracing and memory work. It begins with the student tracing a word while saying it, then writing it from memory, and finally recognizing it in print. This process builds strong connections between the physical, visual, and auditory aspects of words, supporting students with severe reading difficulties.

95. (D) A decrease in target behavior frequency because a reinforcer has lost value due to over-exposure.
Satiation occurs when a student has had so much of a particular reinforcer that it no longer serves as an effective motivator. For example, if a student is constantly rewarded with the same snack, they may eventually stop working for it. Recognizing satiation is important for behavioral planning, as it highlights the need to vary reinforcers to maintain their effectiveness and the student's motivation.

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behaviors by simply stopping the reinforcement that keeps them going.

79. (D) An individual's awareness and regulation of their own thinking processes.
Metacognition refers to "thinking about thinking," encompassing both the knowledge of one's own cognitive processes and the ability to control them. It involves planning how to approach a task, monitoring comprehension, and evaluating progress. Developing metacognitive skills is essential for students with special needs, as it provides them with the internal strategies necessary to become more independent and effective learners.

80. (C) Increase student active response rates and reduce performance anxiety.
Choral responding is an instructional strategy that requires all students to answer a teacher's question in unison. This method increases the overall number of times each student responds during a lesson, which is key to learning. It also helps reduce individual anxiety, as students can participate without being singled out, creating a more supportive and active learning environment for the entire class.

81. (B) Rolling over from stomach to back
Motor development follows a predictable sequence in infants, beginning with the ability to control the head and trunk. Rolling over is one of the earliest gross motor milestones, typically occurring before an infant can sit independently or begin to crawl. Understanding this natural order is essential for identifying developmental delays and for planning appropriate early intervention activities that support the child's physical growth.

82. (D) Vygotsky's Social Constructivism
Think-pair-share is a cooperative learning strategy that emphasizes the social nature of learning. It aligns with Vygotsky's theory, which posits that cognitive development is fostered through social interaction and the exchange of ideas. By discussing their thoughts with a peer before sharing with the group, students can refine their understanding and learn from each other within a socially mediated educational context.

83. (A) Adapting game rules, equipment, and play areas to facilitate active participation.
Differentiated instruction in physical education involves making sensible modifications so that students of all abilities can participate meaningfully. This might include using softer balls, shortening distances, or changing rules to be more inclusive. These adaptations ensure that students with physical disabilities are not excluded from activities but instead are given the tools and environment they need to engage and succeed alongside their peers.

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84. (C) The student performs the behavior across different settings, people, and conditions over time.
Generalization is the ability of a student to apply a learned skill in new and different situations. It is a critical goal of special education, as it ensures that behaviors taught in the classroom are used in the real world. Success in generalization means the student can perform the task with different teachers, at home, and in various community settings without needing constant redirection.

85. (A) An inclusive education system at all levels focused on developing full human potential.
International frameworks emphasize that inclusive education is a fundamental right that should be available to all students at every level. The goal of such a system is to foster the full development of each individual's potential, talents, and creativity. This requires moving away from segregated models and instead adapting the general education system to accommodate and celebrate the diversity of all learners.

86. (D) Designing flexible goals, methods, materials, and assessments to accommodate learners from the start.
Universal Design for Learning is a proactive approach to lesson planning that considers the needs of all learners from the beginning. Instead of retrofitting adaptations for specific students, educators design lessons with built-in flexibility. This ensures that every student has multiple ways to access information and demonstrate their learning, reducing barriers and creating a more inclusive and effective educational experience for everyone.

87. (B) Tactile, kinesthetic, visual, and auditory
Using sandpaper letters for spelling engages multiple sensory pathways simultaneously. The

CHAPTER 29
Assistive Intervention and Technology

1. Fragile X Syndrome, the most common inherited cause of intellectual disability and a major genetic etiology of Autism Spectrum Disorder, is caused by the expansion of a trinucleotide repeat in which of the following genes?
(A) MECP2 gene on the X chromosome
(B) FMR1 gene on the X chromosome
(C) TSC1 gene on chromosome 9
(D) Shank3 gene on chromosome 22

2. Maternal infection during the first trimester of pregnancy is a well-established prenatal risk factor. Which of the following intrauterine infections is most highly associated with a classic triad of symptoms in the newborn: sensorineural hearing loss, ocular abnormalities (cataracts), and congenital heart defects?
(A) Cytomegalovirus infection (CMV)
(B) Congenital Toxoplasmosis infection
(C) Herpes Simplex Virus infection (HSV)
(D) Congenital Rubella Syndrome (CRS)

3. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): Consanguinity significantly increases the statistical probability of a child being born with autosomal recessive neurodevelopmental disorders.
Reason (R): Consanguineous unions increase the likelihood of homozygous inheritance of rare recessive alleles from a common ancestor.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. In post-neonatal brain development, severe infantile lead poisoning (plumbism) acts as a critical postnatal etiological factor. Which neurological system is primarily damaged, leading to subsequent cognitive impairments and behavioral deficits?
(A) The peripheral motor nerves
(B) The inner ear vestibular apparatus
(C) The central nervous system
(D) The skeletal neuromuscular junction

5. The Modified Checklist for Autism in Toddlers, Revised, with Follow-Up (M-CHAT-R/F) is a widely recognized screening tool. What is the recommended target age range for administering this screening tool to ensure early identification?
(A) 6 to 12 months
(B) 12 to 18 months
(C) 16 to 30 months
(D) 36 to 48 months

6. Which of the following represents a primary early red flag during screening for Autism Spectrum Disorder (ASD) in an infant under 18 months of age?
(A) Consistent response to their name being called
(B) Absence of proto-declarative pointing to share interests
(C) Production of complex, fluent vocal jargon
(D) Walking independently without adult assistance

7. During neonatal development, which of the following conditions represents a postnatal etiological factor wherein severe, untreated neonatal hyperbilirubinemia crosses the blood-brain barrier, causing damage to the basal ganglia and leading to athetoid cerebral palsy?
(A) Hydrocephalus
(B) Kernicterus
(C) Microcephaly
(D) Anencephaly

8. Which of the following genetic disorders is correctly paired with its chromosomal or genetic etiology?
(A) Down Syndrome — Microdeletion on Chromosome 7
(B) Rett Syndrome — Mutation in the FMR1 gene
(C) Prader-Willi Syndrome — Paternal deletion on Chromosome 15
(D) Williams Syndrome — Maternal deletion on

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(A) Deficits in phonological processing, speech sound representation, and auditory working memory
(B) Severe neuro-developmental impairment in the fine-motor planning of ocular saccadic movements
(C) Sensory hyper-reactivity and extreme hypersensitivity to loud, ambient classroom background noise
(D) Deficits in temporal comprehension and significant difficulty predicting environmental changes

26. The "Social Stories" approach utilizes specific ratios of sentence types to support social comprehension. Which sentence type in a Social Story describes what people do in a given situation, where the situation occurs, and who is involved?
(A) Descriptive sentences
(B) Perspective sentences
(C) Directive sentences
(D) Control sentences

27. Aarav is a 6-year-old student with severe spastic athetoid cerebral palsy. He is non-verbal and has minimal controlled movement in his limbs, but can consistently control his head movements and has intact cognitive-linguistic abilities. The multidisciplinary team is planning an AAC system. Which of the following represents the most appropriate access method and device configuration for Aarav?
(A) A low-tech picture exchange communication system requiring rapid, precise manual finger-pointing
(B) A high-tech speech-generating device operated via head-tracking or eye-gaze technology
(C) An unaided gestural communication system requiring highly coordinated finger and hand movements
(D) A standard physical QWERTY keyboard fitted with an integrated metal or plastic keyguard

28. Dysarthria is a motor speech disorder characterized by muscle weakness, slowness, or lack of coordination of the speech muscles. In contrast, Apraxia of Speech (AOS) is characterized by:
(A) Structural and anatomical malformations of the tongue, hard palate, or dental arches
(B) Impaired planning and sequencing of speech movements without muscle weakness
(C) Intact expressive syntax combined with deep sensory-receptive language deficits
(D) Involuntary vocalizations and involuntary motor tics of neurogenic origin

29. A special education teacher notices that a student can follow complex three-step directions but is unable to produce more than single-word utterances when speaking. This pattern reveals:
(A) Intact receptive language paired with significantly delayed expressive language
(B) Severe deficits in receptive language comprehension with fully intact expressive speech
(C) A global neurodevelopmental language delay affecting both receptive and expressive domains
(D) Primary sensory-motor integration deficits along the central auditory-vestibular pathway

30. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): The introduction of high-tech Speech-Generating Devices (SGD) in early intervention for non-verbal children with developmental delays often prevents them from developing natural verbal speech.
Reason (R): AAC systems provide a multimodal pathway that reduces communicative frustration, allowing children to focus on linguistic structures which can support natural speech development.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. In AAC vocabulary selection, "core vocabulary" is distinguished from "fringe vocabulary" by which of the following characteristics?
(A) Core vocabulary consists of specific nouns related to a single topic, while fringe vocabulary consists of flexible verbs and adjectives.
(B) Core vocabulary is restricted to high-tech electronic speech devices, while fringe vocabulary is used on low-tech printed boards.
(C) Core vocabulary refers to physical signs and body gestures, while fringe vocabulary refers to abstract orthographic text and symbols.

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18. Rajesh is a 7-year-old student who frequently uses words of his own creation, such as calling his pencil sharpener a "grind-box" and his water bottle a "flow-tube." He uses these words consistently as if they are part of standard language. His speech is fluent and his articulation is normal. Which language characteristic is Rajesh demonstrating?
(A) Echolalia
(B) Perseveration
(C) Anomia
(D) Neologism

19. When a speech-language pathologist analyzes a child's speech errors and notes that the child consistently substitutes the sound /w/ for /r/ (e.g., saying "wabbit" instead of "rabbit"), which category of the SODA (Substitution, Omission, Distortion, Addition) classification system is represented?
(A) Substitution
(B) Omission
(C) Distortion
(D) Addition

20. Which of the following characteristics is a primary differentiating factor between stuttering (childhood-onset fluency disorder) and cluttering?
(A) Stuttering involves a consistent rhythmic speaking pace, whereas cluttering is marked by a rapid, irregular, and jerky flow.
(B) Cluttering is characterized by severe physical tension and vocal struggle, whereas stuttering is typically free of somatic tension.
(C) Stuttering involves high awareness of disfluency, whereas cluttering is marked by a notable lack of self-monitoring and awareness.
(D) Stuttering is primarily a functional articulation impairment, whereas cluttering is classified as a mechanical voice production disorder.

21. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): Teachers of students with severe voice disorders should encourage the use of whispering as a safe, therapeutic vocal preservation strategy.
Reason (R): Whispering causes significant vocal hyperfunction and places more muscular strain on the vocal folds than quiet, relaxed speech.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. In the context of Augmentative and Alternative Communication (AAC), what is the fundamental difference between "aided" and "unaided" AAC systems?
(A) Aided systems are electronic; unaided systems are always paper-based or low-tech.
(B) Aided systems are designed for receptive communication; unaided systems are for expressive communication.
(C) Aided systems require teacher support; unaided systems can be used independently by the student.
(D) Aided systems require external equipment or tools; unaided systems rely solely on the user's body.

23. In which phase of the Picture Exchange Communication System (PECS) protocol is the primary goal to teach the student to travel to a communication book, remove a picture card, walk to the communicative partner, and hand it over?
(A) Phase I: How to Communicate
(B) Phase II: Distance and Persistence
(C) Phase III: Picture Discrimination
(D) Phase IV: Sentence Structure

24. Which of the following phases of the Picture Exchange Communication System (PECS) is correctly matched with its clinical goal?
(A) Phase I — Answering the direct question, "What do you want?"
(B) Phase III — Teaching discrimination between a highly preferred item and a non-preferred item
(C) Phase IV — Traveling to the communication book and partner to exchange a picture
(D) Phase V — Constructing a multi-word sentence on a sentence strip starting with "I want"

25. An 8-year-old non-verbal student with Autism Spectrum Disorder has shown significant behavioral escalation during transitions. The special educator introduces a visual daily schedule. In the context of visual strategies, this intervention is designed to address which cognitive-communicative deficit?

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(C) An Optical Character Recognition (OCR) system
(D) A high-definition Closed-Circuit Television

69. For a student with profound hearing loss, a "Cochlear Implant" differs functionally from a traditional "Hearing Aid" in what way?
(A) A Cochlear Implant directly stimulates the auditory nerve, while a Hearing Aid amplifies acoustic sound waves.
(B) A Hearing Aid stimulates the acoustic nerve directly, while a Cochlear Implant only amplifies incoming acoustic sound.
(C) A Cochlear Implant is categorized as a low-tech external device, while a Hearing Aid is a high-tech internal device.
(D) There is no major functional difference as both are synonymous terms representing basic acoustic amplification tools.

70. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): Section 13 of the Rehabilitation Council of India (RCI) Act, 1992, prescribes legal penalties for any person practicing as a rehabilitation professional or special educator without being registered in the Central Rehabilitation Register (CRR).
Reason (R): The RCI Act, 1992, was enacted to regulate the training of rehabilitation professionals and maintain standards of education in the field of special education and rehabilitation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. Manish is a 14-year-old student with severe dysgraphia. He struggles with spelling, letter formation, and physical fatigue during writing tasks, but can verbally explain complex scientific concepts with clarity. His science class requires him to write detailed lab reports. Which of the following represents the most appropriate assistive technology intervention for Manish to complete his lab reports?
(A) A thick rubber pencil grip and a wide-ruled classroom writing notebook
(B) Speech-to-text dictation software and a digital lab report template
(C) Allowing him to produce his lab reports in standard tactile Braille code
(D) Enrolling him in a highly intensive, clinical cursive writing program

72. In special education teaching methodology, a teacher is using a "prompting hierarchy" to teach a child to wash their hands. The teacher starts by physically guiding the child's hands, then transitions to pointing at the soap, and finally uses only verbal cues. This process is known as:
(A) Prompt dependency creation
(B) Least-to-most prompting
(C) Most-to-least prompt fading
(D) Operant sensory extinction

73. When teaching a multi-step self-help skill (e.g., buttoning a coat) using task analysis to a child with severe intellectual disability, the teacher first teaches the last step of the sequence, providing full assistance for all preceding steps. Once the child masters the last step, the teacher teaches the second-to-last step. This instructional strategy is termed:
(A) Forward Chaining
(B) Total Task Presentation
(C) Shaping
(D) Backward Chaining

74. Sneha is a 6-year-old student with Autism Spectrum Disorder. During circle time, she frequently stands up, screams, and runs to the sensory corner. A Functional Behavior Assessment (FBA) reveals that she does this to escape the loud singing of her peers. The special educator decides to implement Functional Communication Training (FCT). Which of the following represents the most appropriate FCT intervention for Sneha?
(A) Teaching her to request a 'break' or 'quiet space' using a visual icon or sign language
(B) Placing her in an isolated time-out room immediately when she attempts to run to the sensory corner
(C) Giving her a preferred sweet food treat when she sits quietly through at least half of the circle time
(D) Requiring her to wear tight noise-cancelling headphones during the entire school day without any choice

75. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): Under Section 16 of the Rights of Persons with Disabilities (RPWD) Act, 2016, all

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(D) Core vocabulary consists of highly versatile, high-frequency words, while fringe vocabulary contains low-frequency, specific words.

32. In the morphological analysis of child language, what is the designation for morphemes that cannot stand alone as independent words but must be attached to free morphemes to alter meaning (e.g., the "-ed" in "walked" or "un-" in "unhappy")?
(A) Free morphemes
(B) Derivational lexemes
(C) Bound morphemes
(D) Root phonemes

33. Which of the following is NOT one of the four core pivotal areas targeted during Pivotal Response Treatment (PRT) to produce widespread collateral improvements in communication and social-emotional skills?
(A) Motivation
(B) Response to multiple cues
(C) Auditory working memory
(D) Self-management

34. A student who displays extreme distress when their feet leave the ground, resists playground activities like swings or slides, and expresses intense anxiety during changes in head position is likely experiencing sensory modulation issues in which sensory system?
(A) Proprioceptive system
(B) Tactile system
(C) Interoceptive system
(D) Vestibular system

35. To help a student modulate sensory input and improve self-regulation, an occupational therapist recommends "heavy work" activities. These activities (such as carrying heavy books, pushing a loaded cart, or wall push-ups) primarily provide sensory input to which sensory system?
(A) Proprioceptive system
(B) Vestibular system
(C) Tactile system
(D) Auditory system

36. Vikram is a 5-year-old student who exhibits strong behavioral outbursts during finger-painting sessions, displays extreme distress when touched unexpectedly from behind, and avoids touching materials like glue, clay, or textured fabrics. He insists on wearing long-sleeved shirts even in hot weather. What is the most likely sensory-processing profile indicated by Vikram's behaviors?
(A) Vestibular hyper-reactivity (gravitational insecurity)
(B) Proprioceptive sensory-seeking motor behaviors
(C) Tactile defensiveness (tactile hyper-reactivity)
(D) Auditory processing deficits with low registration

37. Developmental Coordination Disorder (DCD), often referred to as dyspraxia, is characterized by a significant impairment in motor planning. This motor planning process is clinically defined as:
(A) The cognitive ability to plan and execute non-habitual physical movements
(B) The overall physical strength of skeletal muscle groups needed to lift heavy objects
(C) The conduction velocity of spinal reflex arcs in immediate response to sensory pain
(D) The autonomous voluntary control of smooth muscles throughout the gastrointestinal tract

38. Activities like cutting with scissors, buttoning a shirt, and typing on a computer keyboard require a student to use both sides of the body together in a controlled and organized manner. This capability is known as:
(A) Midline avoidance
(B) Unilateral dominance
(C) Vestibular tracking
(D) Bilateral coordination

39. In a special education classroom, a "sensory diet" is defined as:
(A) A restricted nutritional dietary regimen designed to eliminate all gluten and casein proteins
(B) A customized schedule of sensory activities designed to maintain an optimal arousal state
(C) An intensive clinical therapy program utilizing controlled sensory deprivation within a darkened room
(D) A standardized adaptive physical education curriculum tailored specifically for physical disabilities

40. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).

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Assertion (A): Proprioceptive "heavy work" activities can be used effectively to calm a hyperactive student as well as to alert a lethargic student.
Reason (R): Proprioceptive input has a modulating effect on the central nervous system, helping to bring the arousal level of the body to a functional homeostatic middle ground.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. Assistive Technology (AT) is often classified as low-tech, mid-tech, or high-tech. Which of the following sets of devices is correctly classified under these categories?
(A) Low-Tech: Pencil grip; Mid-Tech: Digital tape recorder; High-Tech: Screen reading software
(B) Low-Tech: Adapted spoon; Mid-Tech: Screen magnifier software; High-Tech: Automated page turner
(C) Low-Tech: Highlight strip; Mid-Tech: Manual braille writer; High-Tech: Motorized power wheelchair
(D) Low-Tech: Slant board; Mid-Tech: Simple voice output device; High-Tech: Eye-gaze tracking system

42. For a student with profound blindness who needs to access digital textbooks on a computer independently, which combination of assistive technologies is most appropriate?
(A) Screen reading software and a refreshable Braille display
(B) A video magnifier (CCTV) paired with a large-print keyboard
(C) A handheld optical magnifier used with a standard computer screen
(D) Voice-activated environmental controls and a touchscreen keyboard

43. Which of the following assistive technology adaptations is specifically designed to support classroom communication access for a student with profound bilateral sensorineural hearing loss?
(A) High-contrast screen magnification software
(B) Audio induction loop system paired with the student's receiver
(C) Mechanical automatic page turner
(D) Alternative keyboard fitted with a thick plastic keyguard

44. A Frequency Modulation (FM) assistive listening system is designed to improve the signal-to-noise ratio for a student with hearing impairment by doing which of the following?
(A) Amplifying all ambient environmental classroom sounds equally within a wide fifty-meter radius
(B) Transmitting the teacher's voice directly to the student's receiver, bypassing ambient noise
(C) Converting acoustic spoken language into real-time tactile braille output on a dynamic screen
(D) Translating spoken speech into standardized manual sign language symbols displayed on a monitor

45. In assistive technology, what is the function of a "switch interface" for a student with severe physical and motor limitations?
(A) It enables control of computers and communication devices through simple physical movements
(B) It automatically translates physical printed textbooks into highly natural spoken audio words
(C) It dynamically adjusts the acoustic pitch and vocal resonance of an electronic speech generator
(D) It regulates the maximum speed of motorized power wheelchairs operating in crowded corridors

46. Kavita is an 11-year-old student with spastic quadriplegic Cerebral Palsy. She has good cognitive abilities and can read well, but she has no functional use of her hands or arms, and her speech is highly dysarthric and unintelligible. She uses a manual wheelchair. What assistive technology configuration would best allow Kavita to write essays and complete classroom assignments independently on a computer?
(A) A standard physical keyboard with a plastic keyguard and a tracking ball mouse
(B) Voice recognition software (speech-to-text) using a headset microphone
(C) An eye-gaze tracking computer access system with word prediction software
(D) A standard touchscreen tablet mounted on her wheelchair tray

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47. For a student with a specific learning disability in reading (dyslexia) who struggles with decoding and reading fluency but has strong listening comprehension, which of the following assistive technology configurations is most effective for accessing grade-level science and social studies texts?
(A) A high-contrast screen filter paired with a mechanical automatic page turner
(B) A manual spelling dictionary used with a low-magnification portable optical lens
(C) Speech-to-text dictation software configured with a high-fidelity microphone
(D) Text-to-speech software configured with optical character recognition capabilities

48. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): The implementation of the Universal Design for Learning (UDL) framework in curriculum planning eliminates the need for any individualized assistive technology for students with disabilities.
Reason (R): UDL provides multiple means of engagement, representation, and action/expression, making general instruction more flexible and accessible from the outset.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. A special educator recommends using a "slant board" and a "pencil grip" for a student during writing tasks. These accommodations are classified as:
(A) High-tech assistive technology configurations requiring external power sources
(B) Low-tech assistive devices supporting motor control, posture, and ergonomics
(C) Mid-tech digital interfaces requiring customized hardware or software modifications
(D) Core classroom instructional methodologies rather than physical assistive devices

50. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): Assistive technology evaluations must always be conducted in a clinical, laboratory-style setting rather than the student's natural classroom environment.
Reason (R): Evaluating assistive technology in the student's natural learning environment ensures compatibility with the physical, social, and academic demands of the classroom.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. The SETT Framework is a widely used decision-making tool for assistive technology. What does the acronym SETT stand for?
(A) Student, Environments, Tasks, Tools
(B) Special Educator, Therapy, Task, Technology
(C) Screening, Evaluation, Training, Trialing
(D) Sensory, Emotional, Tactile, Technological

52. When using the SETT Framework to assess assistive technology needs, which of the following questions is typically explored under the "Environments" component?
(A) What are the student's specific cognitive and communicative abilities?
(B) What is the physical arrangement of the classroom and the daily support available?
(C) What specific tasks are required for active participation in the general curriculum?
(D) What are the specialized tools currently available for clinical trial?

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53. Assistive Technology "abandonment" refers to a situation where a recommended device is no longer used by the student. Which of the following is identified as the primary reason for AT abandonment in special education?
(A) Lack of user and family training, combined with ignoring student preference during assessment
(B) Rapid clinical recovery where the student's underlying disability is fully resolved by the tool
(C) Minimal engagement because the physical device was categorized as too low-tech to be motivating
(D) The administrative refusal of school districts to procure essential physical device accessories

54. According to special education guidelines, when should the consideration of a student's need for assistive technology devices and services take place?

(A) Only after a student has repeatedly failed several standardized school-wide academic assessments
(B) Only when a student is actively transitioning from a school setting to a vocational work environment
(C) Immediately after an independent external medical practitioner issues a formal device prescription
(D) During the annual development of the IEP for any student receiving special education services

55. What is the primary purpose of conducting a structured "device trial" during the assistive technology evaluation process?
(A) To allow educational institutions to bypass purchasing the device by utilizing free trials indefinitely
(B) To evaluate a tool's effectiveness during real tasks in natural learning environments before purchase
(C) To thoroughly train the student in advanced software coding and physical maintenance of high-tech systems
(D) To obtain objective, standardized psychometric scores regarding the student's manual motor speed

56. Deepa is a special educator working in a resource room. She is evaluating a 9-year-old student with physical and cognitive challenges. The student needs to participate in written classroom activities but has limited hand strength and gets frustrated quickly. Deepa uses the SETT framework. Under the "Tasks" step of this framework, which of the following questions should Deepa ask?
(A) What is the student's specific clinical diagnosis and physiological stage of muscular development?
(B) Can the family independently afford expensive high-tech computer software for home academic use?
(C) What writing activities are required for the student to participate in the general curriculum?
(D) Which software tools are currently hosted and supported in the school's central computer laboratory?

57. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): Under Section 38 of the Rights of Persons with Disabilities (RPWD) Act 2016, the appropriate government must provide high support to any person with benchmark disability who needs it.
Reason (R): "High support" refers to intensive support, physical, psychological or otherwise, which may be required by a person with a benchmark disability for daily activities, education, and vocational training.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

58. Phocomelia, a congenital condition characterized by severe malformation or absence of the long bones of the limbs, is most historically associated with which of the following prenatal etiological teratogenic agents?
(A) Maternal ingestion of Thalidomide during early pregnancy
(B) Prenatal exposure to Methylmercury (Minamata disease)
(C) Maternal infection with Toxoplasma gondii
(D) Chronic prenatal exposure to high doses of Ionizing Radiation

59. In the developmental screening of toddlers for Autism Spectrum Disorder (ASD), a critical behavioral milestone is "joint attention." Joint attention is characterized by:
(A) The capability to focus on a single physical toy for over thirty minutes without interruption
(B) An adult and child sharing focus on an object or event via pointing, showing, or eye gaze
(C) The simultaneous processing of complex auditory and visual sensory stimuli during physical play
(D) The intentional, voluntary imitation of sequence-based gross motor movements shown by a peer

60. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): A child diagnosed with Childhood Apraxia of Speech (CAS) will demonstrate highly inconsistent consonant and vowel errors in repeated productions of syllables or words.
Reason (R): CAS is a sensory-receptive language disorder caused by lesions in Wernicke's area,

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rendering the child unable to comprehend the semantic rules of phonology.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. In language acquisition, which of the following is the definition of a "morpheme"?
(A) The smallest meaningful unit of a language that cannot be further divided
(B) The smallest linguistic unit of sound that can signal a change in meaning
(C) The physical muscle movement pattern required to produce a single consonant
(D) The written symbol or letter representing a phoneme in orthography

62. Which of the following speech sound disorders is characterized by a child's failure to simplify speech sounds according to developmental patterns (e.g., fronting, stopping, or final consonant deletion) beyond the chronologically expected age?
(A) Organic Articulation Disorder
(B) Functional Dysphonia
(C) Phonological Process Disorder
(D) Neurogenic Cluttering

63. In the context of Augmentative and Alternative Communication (AAC) access, which of the following is classified as an indirect selection method?
(A) Direct pointing with a finger or hand
(B) Direct activation using an optical head-pointer
(C) Single-switch automatic scanning
(D) Direct eye-gaze selection on a high-tech screen

64. A child with sensory processing differences who frequently bumps into walls, jumps and crashes onto the floor, and squeezes into tight spaces is showing signs of being:
(A) Hypersensitive to tactile input and touch sensations
(B) Hypersensitive to loud sounds and environmental auditory stimuli
(C) Hyposensitive to proprioceptive and vestibular sensory inputs
(D) Hyposensitive to bright lights and visual patterns in the classroom

65. The "Sensory Integration" theory and clinical intervention framework, which focuses on how the brain processes and organizes multiple sensory inputs for functional output, was originally developed by:
(A) B.F. Skinner
(B) A. Jean Ayres
(C) Jean Piaget
(D) Lev Vygotsky

66. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): The Picture Exchange Communication System (PECS) is an intervention that requires the student to have highly developed cognitive skills and pre-existing eye contact before starting Phase I.
Reason (R): PECS is built upon behavioral principles where the physical exchange of a picture card immediately results in receiving a highly reinforcing item, reinforcing the basic communicative act.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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67. Under the ADIP Scheme (Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances) implemented by the Ministry of Social Justice and Empowerment, Government of India, what is the primary objective?
(A) To assist needy disabled individuals in procuring durable, modern assistive aids and appliances
(B) To provide fully funded medical surgeries aimed at curing underlying physical and motor disabilities
(C) To distribute monthly pension funds directly into the bank accounts of adults with benchmark disabilities
(D) To build accessible wheelchair ramps and tactile pathways within private educational institutions

68. Which of the following assistive devices is specifically designed to convert standard printed text into auditory speech output for individuals with visual impairment?
(A) A refreshable Braille computer display device
(B) A traditional manual Braille Slate and Stylus

Chromosome 15

9. In a genetic counseling clinic, a pedigree analysis reveals that multiple male siblings across generations exhibit severe intellectual disability, macroorchidism, large low-set ears, and a prominent forehead, while female carriers are either asymptomatic or mildly affected. What is the most likely genetic diagnosis?
(A) Down Syndrome
(B) Klinefelter Syndrome
(C) Turner Syndrome
(D) Fragile X Syndrome

10. The Childhood Autism Rating Scale, Second Edition (CARS2) is used during diagnostic evaluations. Unlike primary screening questionnaires, CARS2 relies on which modality to determine the severity of autism symptoms?
(A) Direct behavioral observation and rating by a trained evaluator
(B) Parental self-report retrospectively covering the first five years
(C) Computerized cognitive assessment of executive functioning
(D) Structured medical and neurological physical examinations

11. In the study of communication, which term refers to the smallest unit of sound that can distinguish one word from another in a particular language?
(A) Morpheme
(B) Phoneme
(C) Grapheme
(D) Allophone

12. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): A student can exhibit a severe language disorder while maintaining completely normal speech production capabilities.
Reason (R): Speech refers to the physical motor act of producing sounds, whereas language involves the cognitive processing and comprehension of shared rule-governed symbol systems.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. A child who can construct grammatically perfect sentences and pronounce words without error but continuously fails to take turns in conversations, stands too close to the listener, and speaks exclusively about a single topic of interest is demonstrating an impairment in which component of language?
(A) Pragmatics
(B) Syntax
(C) Phonology
(D) Morphology

14. Which component of language refers to the internal rule-governed structure of sentences, specifying word order and sentence organization?
(A) Semantics
(B) Pragmatics
(C) Syntax
(D) Morphology

15. Which of the following components of language is correctly defined?
(A) Phonology: The rules governing the social use of language in interactive contexts.
(B) Morphology: The rules concerned with the internal organization of words using meaningful units.
(C) Syntax: The system governing the meaning of words and word combinations.
(D) Semantics: The physical motor act of producing sounds to communicate.

16. A student with Autism Spectrum Disorder (ASD) repeats back sentences spoken to them by their teacher immediately after hearing them, without modifying the pronoun structure. This communication characteristic is termed:
(A) Verbal Perseveration
(B) Delayed Echolalia
(C) Immediate Echolalia
(D) Neologism

17. A child repeatedly asks the same question, "What time is it?", even after being given the answer multiple times, and seems unable to shift their focus or vocabulary away from this specific query. This communicative behavior is defined as:
(A) Neologism formation
(B) Verbal perseveration
(C) Motor dysarthria
(D) Speech cluttering

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government-funded and government-recognized educational institutions must provide inclusive education to children with disabilities.
Reason (R): The RPWD Act, 2016, mandates that schools must detect specific learning disabilities in children at the earliest and take suitable pedagogical measures to address them.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. The Rehabilitation Council of India (RCI) is a statutory body. Which of the following is NOT a primary function of the RCI under its mandate?
(A) To regulate and standardize training policies and programmes in the field of rehabilitation of persons with disabilities
(B) To directly fund and manage all inclusive schools and government-run special schools in India
(C) To maintain the Central Rehabilitation Register (CRR) of all qualified special education and rehabilitation professionals
(D) To prescribe minimum standards of education and training for rehabilitation professionals

77. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory, explicitly guarantees the right of persons with disabilities to:
(A) An inclusive education system at all levels and lifelong learning options
(B) Specialized residential education completely separate from non-disabled peers
(C) Complete exemption from all national and regional standardized academic exams
(D) Free medical rehabilitation services up to age fourteen, bypassing schools

78. The National Education Policy (NEP) 2020 introduces specific concepts for supporting children with special needs (CWSN). Which of the following is a major initiative under NEP 2020 to support the education of children from underrepresented and disadvantaged groups, including children with disabilities?
(A) Establishing separate national curriculum boards for disabled students
(B) Mandating that all children with benchmark disabilities are homeschooled
(C) Creating Special Education Zones (SEZs) and a Gender-Inclusion Fund
(D) Replacing the national Rehabilitation Council of India with state boards

79. For a student with high-level quadriplegia who has no functional movement below the neck, which assistive input device is most appropriate to allow complete control of a computer cursor?
(A) A standard optical mouse requiring manual control
(B) An oversized keyboard with high-contrast mechanical keys
(C) A standard touch-sensitive trackpad requiring finger touch
(D) A sip-and-puff switch with on-screen scanning software

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80. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): The Makaton vocabulary system utilizes a combination of spoken language, manual signs, and graphic symbols to provide a multi-modal communication system.
Reason (R): Makaton is designed exclusively for individuals with intact physical motor coordination and severe visual impairment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

81. In the etiological screening for Autism Spectrum Disorder (ASD), which of the following represents a key behavioral sign of risk in a 12-month-old infant?
(A) Inability to write single letters of the alphabet or draw basic shapes
(B) Poor name response and absence of communicative gestures like pointing
(C) Inability to stand or walk independently without physical adult support
(D) Strong behavioral preference for drinking liquids rather than solid foods

82. Which of the following co-teaching models is correctly paired with its operational definition?
(A) One Teach, One Assist — The class is split into two equal groups, and each teacher teaches the same content simultaneously.
(B) Station Teaching — One teacher leads

kinesthetic, and tactile pathways simultaneously to enhance memory and learning of written language is known as:
(A) The Multisensory (VAKT) Approach
(B) Direct Instruction
(C) Cognitive Behavior Modification
(D) Precision Teaching

99. Under Section 13(2) of the Rehabilitation Council of India (RCI) Act, 1992, any person who practices as a rehabilitation professional or special educator without being registered in the Central Rehabilitation Register (CRR) may face which of the following legal consequences?
(A) A formal written warning from the local school committee
(B) Immediate cancellation of high school academic diplomas
(C) Imprisonment for up to six months, or a fine, or both
(D) A permanent administrative travel ban on traveling abroad

100. In teaching self-determination skills to transition-age youth with developmental disabilities, which of the following is the most critical competency to develop?
(A) Self-advocacy skills, including understanding one's needs and requesting accommodations
(B) The functional capacity to allow parents or classroom teachers to make all major life decisions
(C) Achieving absolute independence from using any external forms of functional assistive technology
(D) The academic capability to pass complex standardized national examinations without any accommodations

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. In a Multi-Tiered System of Support (MTSS) or Response to Intervention (RTI) framework used in inclusive schools, which tier represents the most intensive, individualized level of academic or behavioral intervention, often incorporating specialized assistive technology?
(A) Tier 1 (Universal Classroom Instruction)
(B) Tier 2 (Targeted Group Interventions)
(C) Tier 3 (Intensive Individualized Interventions)
(D) Tier 4 (Residential Institutionalization)

92. A special educator implements a token economy system in an inclusive classroom. When a student completes a task, they are immediately given a plastic token, which they can later exchange for a preferred activity. In operant conditioning terms, this token acts as a:
(A) Generalized Conditioned Reinforcer
(B) Primary Reinforcer
(C) Negative Reinforcer
(D) Sensory Prompt

93. Rohit is a 10-year-old student diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and sensory processing differences. He frequently exhibits motor restlessness, rocks back and forth on his chair, and stands up during independent writing sessions. Which of the following environmental modifications and low-tech sensory-motor interventions would be most appropriate to support Rohit's self-regulation and engagement?
(A) Pinning his shirt directly to the back of the classroom chair to physically restrict movement
(B) Moving his desk to an isolated corner facing the blank wall behind a tall divider screen
(C) Providing flexible dynamic seating, like a wobble cushion, and scheduled movement breaks
(D) Requiring him to complete all of his classroom writing tasks standing up at the blackboard

94. Speech "intelligibility" is clinically defined as:
(A) The cognitive intellectual reasoning capacity of a speaker
(B) The speed at which an individual can read printed text aloud
(C) The total size of an individual's active expressive vocabulary
(D) The ease with which a listener understands speech output

95. A student with fine motor coordination deficits struggles with the physical demands of writing. The team decides to allow the use of a digital tablet with a stylus and a specialized on-screen keyboard that includes "word prediction." How does word prediction software support this student?
(A) It automatically scans and corrects all spelling errors after typing is completed
(B) It reads the typed text aloud in real-time using high-fidelity synthetic voices
(C) It predicts words from initial letters, reducing the number of keystrokes needed
(D) It translates the user's spoken voice words directly into text on the screen

96. High-tech speech-generating devices often use "rate enhancement" techniques. Which of the following is a key rate enhancement feature?
(A) High-fidelity synthetic voices programmed to speak at double the normal rate
(B) Abbreviation expansion and pre-programmed phrases retrieved with single keystrokes
(C) Automated real-time correction of complex grammatical syntax in speech output
(D) Severely limiting the interactive vocabulary display to only five words per page

97. When comparing screen reading software (like JAWS) with screen magnification software (like ZoomText) for students with visual impairments, which of the following statements is correct?
(A) Screen readers enlarge digital text for low-vision students, whereas magnifiers are for total blindness.
(B) Screen readers require complex hardware modifications, whereas screen magnifiers are simple overlays.
(C) Screen readers are utilized only for complex mathematics, whereas magnifiers are used for basic reading.
(D) Screen readers convert digital text to speech or braille, whereas magnifiers enlarge screen content.

98. An educational methodology designed for children with learning disabilities and sensory-motor difficulties that uses visual, auditory,

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access method. These high-tech systems allow the user to control a communication device by simply looking at icons or moving their head. This bypasses the need for manual dexterity, enabling independent expression.

28. (B) Impaired planning and sequencing of speech movements without muscle weakness
Apraxia of Speech is a motor speech disorder resulting from difficulty in the neurological planning and sequencing of the movements required for speech. Unlike dysarthria, it is not caused by muscle weakness or paralysis. Individuals with apraxia know what they want to say but struggle to program the precise oral-motor commands necessary to produce clear and consistent speech sounds.

29. (A) Intact receptive language paired with significantly delayed expressive language
Receptive language involves the ability to understand and process incoming information, such as following directions. Expressive language refers to the ability to produce spoken or written communication. A student who understands complex instructions but can only use single words shows a significant discrepancy between these two domains. This pattern indicates that while their comprehension is intact, their expressive capabilities are delayed.

30. (D) A is false but R is true
Research consistently demonstrates that using Speech-Generating Devices does not prevent the development of natural speech. Instead, these systems provide a multi-modal pathway that reduces frustration and provides a consistent auditory model of language. By allowing children to focus on linguistic structures and successful communication, AAC can actually support and facilitate the emergence of natural verbal speech in many children.

31. (D) Core vocabulary consists of highly versatile, high-frequency words, while fringe vocabulary contains low-frequency, specific words.
Core vocabulary includes a small set of high-frequency words, such as "go," "more," or "want," that make up the majority of daily communication across various contexts. Fringe vocabulary consists of specific nouns or words that are unique to particular topics or environments. Effective AAC systems prioritize core vocabulary to give users the most flexible and versatile communication tools possible.

32. (C) Bound morphemes
Bound morphemes are linguistic units that carry meaning but cannot function as independent words. They must be attached to a free morpheme, such as a root word, to convey meaning. Examples include prefixes like "un-" and suffixes like "-ed" or "-s." These units are essential for altering the tense, number, or grammatical category of words in a language.

33. (C) Auditory working memory
Pivotal Response Treatment focuses on four core pivotal areas: motivation, response to multiple cues, self-management, and self-initiations. These areas are considered pivotal because improvements in them lead to widespread collateral gains in other social, communicative, and behavioral domains. Auditory working memory, while important for learning, is not one of the specific pivotal areas targeted within this behavioral intervention framework.

34. (D) Vestibular system
The vestibular system, located in the inner ear, processes information about movement, balance, and head position. Students with vestibular hyper-reactivity often experience gravitational insecurity, which manifests as intense anxiety or distress when their feet leave the ground or when their head position changes. These individuals may avoid playground equipment like swings and slides to prevent overwhelming sensory input.

35. (A) Proprioceptive system
"Heavy work" refers to activities that provide deep pressure and resistance to the muscles and joints. These activities stimulate the proprioceptive system, which helps individuals understand their body's position in space. By engaging in tasks like pushing, pulling, or carrying heavy objects, students can improve their body awareness and reach an optimal level of arousal for learning and self-regulation.

36. (C) Tactile defensiveness (tactile hyper-reactivity)
Tactile defensiveness is a condition where an individual is hypersensitive to light touch or specific textures. Common symptoms include distress during messy play, avoidance of certain fabrics, and extreme reactions to unexpected

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ANSWERS

1. (B) FMR1 gene on the X chromosome
Fragile X Syndrome results from the expansion of a CGG trinucleotide repeat in the FMR1 gene located on the X chromosome. This genetic mutation leads to the silencing of the gene, which is essential for normal brain development. It represents the most frequent inherited cause of intellectual disability and is a major genetic etiology of autism.

2. (D) Congenital Rubella Syndrome (CRS)
Congenital Rubella Syndrome occurs when the rubella virus infects a developing fetus during the first trimester of pregnancy. This condition is characterized by a specific clinical triad consisting of sensorineural hearing loss, ocular abnormalities like cataracts, and congenital heart defects. Early maternal vaccination remains the primary preventive measure against these severe and permanent neonatal developmental complications.

3. (A) Both A and R are true and R is the correct explanation of A
Consanguinity involves unions between closely related individuals who share a common ancestor. This biological relationship significantly increases the probability that both parents carry the same rare recessive alleles. Consequently, offspring have a higher statistical likelihood of inheriting two copies of these deleterious genes, leading to an increased incidence of autosomal recessive neurodevelopmental disorders within these families.

4. (C) The central nervous system
Severe lead poisoning, also known as plumbism, primarily affects the central nervous system during critical stages of childhood development. Lead is a potent neurotoxin that interferes with neurotransmitter release and synapse formation. Exposure results in significant cognitive impairments, behavioral deficits, and learning disabilities due to irreversible damage to the delicate structures of the brain and spinal cord.

5. (C) 16 to 30 months
The Modified Checklist for Autism in Toddlers, Revised with Follow-Up is a standardized screening tool designed for early identification of autism spectrum disorder. Clinical guidelines recommend administering this assessment to children between the ages of sixteen and thirty months. Identifying developmental delays within this specific window allows for timely intervention during periods of high neuroplasticity in early childhood.

6. (B) Absence of proto-declarative pointing to share interests
Proto-declarative pointing is a crucial developmental milestone where an infant points to an object to share interest with another person. The absence of this social communicative gesture by eighteen months is a significant early warning sign for autism spectrum disorder. It reflects underlying deficits in joint attention, which is a foundational skill for later social and communicative interaction.

7. (B) Kernicterus
Kernicterus is a severe neurological condition caused by excessively high levels of unconsolidated bilirubin in the bloodstream during the neonatal period. When bilirubin crosses the blood-brain barrier, it deposits in the basal ganglia, causing irreversible damage. This often results in athetoid cerebral palsy, characterized by involuntary movements, hearing loss, and significant motor coordination challenges throughout the individual's life.

8. (C) Prader-Willi Syndrome — Paternal deletion on Chromosome 15
Prader-Willi Syndrome is a complex genetic condition typically caused by the loss of function of specific genes on the paternal copy of chromosome fifteen. This occurs through chromosomal deletion, uniparental disomy, or imprinting defects. Characteristic features include hypotonia, intellectual disability, and hyperphagia, leading to chronic overeating and obesity if not managed through strict environmental and behavioral controls.

9. (D) Fragile X Syndrome
Fragile X Syndrome is an X-linked dominant condition that primarily affects males, who

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45. (A) It enables control of computers and communication devices through simple physical movements
A switch interface is a device that connects one or more physical switches to a computer or speech-generating device. It allows students with significant motor limitations to operate complex technology through simple movements, such as a head tilt or a hand press. By providing a gateway to digital access, switch interfaces empower students to participate in academic tasks and social communication.

46. (C) An eye-gaze tracking computer access system with word prediction software
Kavita's profile includes good cognitive abilities and literacy skills but lacks functional hand use and clear speech. An eye-gaze tracking system allows her to control a computer by looking at the screen, bypassing her physical limitations. Combined with word prediction software, this setup enhances her typing speed and efficiency, enabling her to complete written assignments and express her thoughts independently.

47. (D) Text-to-speech software configured with optical character recognition capabilities
Students with dyslexia often struggle with decoding text despite having strong listening comprehension. Text-to-speech software reads digital text aloud, allowing them to access grade-level content through their auditory strengths. When paired with optical character recognition, the software can even process printed materials by converting them into digital text. This accommodation ensures that reading difficulties do not prevent access to complex subject matter.

48. (D) A is false but R is true
While Universal Design for Learning creates a flexible and accessible environment for all students, it does not eliminate the need for individualized assistive technology. UDL focuses on the general curriculum, but many students with disabilities still require specific personal tools, like a communication device or a screen reader, to meet their unique functional needs and participate fully in the learning process.

49. (B) Low-tech assistive devices supporting motor control, posture, and ergonomics
Low-tech assistive devices like slant boards and pencil grips are non-electronic tools designed to improve a student's functional performance. A slant board provides a better ergonomic angle for writing and reading, while a pencil grip helps students with fine motor difficulties maintain a functional grasp. These simple adaptations support motor control and reduce fatigue during classroom writing and literacy tasks.

50. (D) A is false but R is true
Evaluating assistive technology in a student's natural learning environment is essential for ensuring the tool is practical and effective. A clinical setting cannot replicate the specific physical, social, and academic demands of a real classroom. Assessment in the natural environment allows the team to observe how the device interacts with classroom routines, peer interactions, and the teacher's instructional style.

51. (A) Student, Environments, Tasks, Tools
The SETT Framework is a collaborative decision-making tool used by educational teams to select appropriate assistive technology. It guides the team to first consider the student's strengths and needs, the environments where they function, and the specific tasks they need to perform. Only after these factors are understood does the team identify the tools that will support the student's success.

52. (B) What is the physical arrangement of the classroom and the daily support available?
In the SETT Framework, the "Environments" component focuses on the physical and social contexts where the student will use assistive technology. Questions address classroom layout, lighting, noise levels, and the availability of support from teachers or peers. Understanding these environmental factors ensures that the selected tools are compatible with the settings where the student spends their learning time throughout the day.

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53. (A) Lack of user and family training, combined with ignoring student preference during assessment
Device abandonment occurs when assistive technology is no longer used, often due to a poor fit between the tool and the user. Primary reasons include failing to involve the student and family in the selection process and providing insufficient training on how to use the device. When the technology is difficult to operate or

the speaker, they are not recognized by others, indicating a specific type of expressive language difference.

19. (A) Substitution
Substitution occurs when one speech sound is replaced by another standard speech sound. In the SODA classification system, substituting the glide /w/ for the liquid /r/ is a common developmental error. If this pattern persists beyond the expected age, it is categorized as an articulation disorder. Identifying these specific error patterns is essential for designing effective speech therapy interventions.

20. (C) Stuttering involves high awareness of disfluency, whereas cluttering is marked by a notable lack of self-monitoring and awareness.
Stuttering and cluttering are both fluency disorders but differ significantly in self-awareness. Individuals who stutter are typically highly aware of their speech struggles and may experience anxiety or physical tension. In contrast, those who clutter often lack awareness of their rapid, irregular speech flow and have poor self-monitoring skills, making their communication difficult for listeners to understand.

21. (D) A is false but R is true
Whispering is not a safe strategy for preserving the voice because it requires significant vocal hyperfunction. It places more muscular strain on the vocal folds than quiet, relaxed speech. Professionals should instead encourage "vocal rest" or "easy onset" techniques. Suggesting whispering as a therapeutic measure is incorrect and can potentially exacerbate existing vocal fold pathologies and irritation.

22. (D) Aided systems require external equipment or tools; unaided systems rely solely on the user's body.
Augmentative and Alternative Communication is divided into aided and unaided categories. Unaided systems do not require any external tools and include gestures, facial expressions, and manual signs. Aided systems involve external equipment, ranging from low-tech picture boards to high-tech speech-generating devices. The distinction is based entirely on whether the communication method requires something outside of the user's own body.

23. (B) Phase II: Distance and Persistence
Phase Two of the Picture Exchange Communication System focuses on increasing the student's spontaneity and persistence. The goal is to teach the learner to travel to their communication book, remove a picture, find the communicative partner who may be across the room, and complete the exchange. This phase ensures that the student can communicate across different environments and distances.

24. (B) Phase III — Teaching discrimination between a highly preferred item and a non-preferred item
Phase Three of the Picture Exchange Communication System is dedicated to picture discrimination. In this stage, the student learns to choose between multiple pictures to request specific items. Initially, they are taught to distinguish between a highly desired item and a distractor or non-preferred item. This ensures the student understands that the specific picture they exchange leads to a specific outcome.

25. (D) Deficits in temporal comprehension and significant difficulty predicting environmental changes
Visual schedules are used to address deficits in temporal comprehension, which involve difficulty understanding the passage of time and the sequence of daily events. For students who struggle to predict environmental changes, these visual supports provide a clear, predictable structure. By reducing uncertainty about upcoming transitions, visual schedules help decrease anxiety and minimize behavioral escalations in the classroom setting.

26. (A) Descriptive sentences
Descriptive sentences are a foundational component of Social Stories. These sentences provide objective information by describing where a situation occurs, who is involved, what they are doing, and why. They are factual and neutral, helping the student understand the context of a social interaction without telling them how to behave, which is the role of directive sentences.

27. (B) A high-tech speech-generating device operated via head-tracking or eye-gaze technology
For a student with severe spastic athetoid cerebral palsy who lacks functional limb movement but has intact cognitive-linguistic skills, eye-gaze or head-tracking technology is the most appropriate

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instruction while the other circulates to provide individual assistance.
(C) Parallel Teaching — Instruction is divided into non-sequential segments, with students rotating through distinct teacher-led stations.
(D) Alternative Teaching — One teacher works with a small group of students for specialized instruction, while the other leads the larger group.

83. A child born with a cleft lip and palate is at high risk for which of the following speech and resonance disorders?
(A) Hypernasal speech and specific articulation errors
(B) Rapid, irregular speech patterns known as cluttering
(C) Hyponasal speech paired with developmental stuttering
(D) Persistent vocal nodules and low-pitch speech dysphonia

84. Which of the following conditions is NOT explicitly listed as a standalone disability category among the 21 disabilities specified under the Rights of Persons with Disabilities (RPWD) Act, 2016?
(A) Acid Attack Victims
(B) Parkinson's Disease
(C) Attention Deficit Hyperactivity Disorder (ADHD)
(D) Specific Learning Disabilities

85. A student who displays a complete lack of awareness of physical dirt or food on their face, has an unusually high pain tolerance, and consistently seeks out extreme tactile sensations by touching everything is showing signs of:
(A) Hypo-reactivity to tactile input
(B) Tactile defensiveness (hyper-reactivity)
(C) Vestibular hypersensitivity
(D) Bilateral coordination deficit

86. Under standard special education regulations, which of the following is NOT a legally mandated component of a student's Individualized Education Programme (IEP)?
(A) A statement of the student's present levels of academic achievement and functional performance (PLAAFP)
(B) A description of how the student's progress toward meeting annual goals will be measured
(C) A statement of the special education, related services, and supplementary aids to be provided
(D) A detailed financial statement of the family's annual household income for device subsidies

87. In the context of special education teaching methodology, what does the "ABC" recording model in Functional Behavioral Assessment (FBA) stand for?
(A) Ability, Behavior, Cognition
(B) Antecedent, Behavior, Consequence
(C) Assessment, Baseline, Correction
(D) Adaptation, Bilateral, Coordination

88. When writing measurable academic and functional goals within a student's IEP, special educators use the "SMART" acronym. What does the "R" in SMART represent?
(A) Remediated
(B) Reinforceable
(C) Relevant / Realistic
(D) Reciprocal

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89. When mounting a heavy high-tech Speech-Generating Device (SGD) onto a student's wheelchair, what is the most critical physical planning consideration to ensure both safety and functional access?
(A) Ensuring that the entire metal mount is painted in a high-contrast color matching the school walls
(B) Using a temporary, flexible elastic strap to allow the device to sway freely during transit
(C) Positioning the high-tech device behind the student's head to minimize all visual distractions
(D) Ensuring wheelchair stability, clear visual fields, and comfortable functional reach for the user

90. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R).
Assertion (A): The Right of Children to Free and Compulsory Education (RTE) Act, 2009, under Section 3(3), guarantees that a child with multiple or severe disabilities has the right to opt for home-based education.
Reason (R): Home-based education is designed to completely replace the system of inclusive schools by permanently segregating children with high support needs.
(A) Both A and R are true and R is the correct explanation of A

physical contact. This hyper-reactivity can significantly interfere with daily activities and social interactions, as the individual perceives ordinary tactile sensations as painful, threatening, or extremely uncomfortable.

37. (A) The cognitive ability to plan and execute non-habitual physical movements
Motor planning, or praxis, is the complex cognitive process of imagining, organizing, and executing a sequence of unfamiliar physical actions. It requires the brain to integrate sensory information to create a motor plan. Students with Developmental Coordination Disorder struggle with this process, making it difficult for them to learn new motor skills that others might acquire more automatically through simple repetition.

38. (D) Bilateral coordination
Bilateral coordination is the ability to use both sides of the body simultaneously in a controlled and organized manner. This can involve symmetrical movements, like using both hands to catch a ball, or asymmetrical movements, like holding paper with one hand while cutting with the other. This skill is essential for performing most daily living tasks and academic activities effectively and efficiently.

39. (B) A customized schedule of sensory activities designed to maintain an optimal arousal state
A sensory diet is a tailored plan of physical activities and sensory inputs designed to meet a student's specific self-regulation needs throughout the school day. By providing regular intervals of calming or alerting input, a sensory diet helps maintain the student's arousal at an optimal level for focus and participation. It is based on the principles of sensory integration therapy.

40. (A) Both A and R are true and R is the correct explanation of A
Proprioceptive input, often provided through heavy work activities, has a unique modulating effect on the central nervous system. It can serve to calm a student who is over-aroused or alert a student who is under-aroused. This helps the body reach a functional homeostatic state, making it a highly effective tool for teachers to support students with sensory processing challenges.

41. (D) Low-Tech: Slant board; Mid-Tech: Simple voice output device; High-Tech: Eye-gaze tracking system
Assistive technology is categorized by complexity and power requirements. Low-tech devices, like slant boards, are non-electronic and simple to use. Mid-tech devices, such as simple voice output switches, are electronic but relatively straightforward. High-tech devices, like eye-gaze systems, involve complex computerized hardware and software. This classification helps teams select the most appropriate and least intrusive tools for a student's needs.

42. (A) Screen reading software and a refreshable Braille display
For students with total blindness, accessing digital text requires converting it into non-visual formats. Screen reading software translates on-screen content into synthetic speech, while a refreshable Braille display provides a tactile representation of the text. This combination allows for independent navigation of computers and digital textbooks, ensuring the student can access the same curriculum materials as their sighted peers.

43. (B) Audio induction loop system paired with the student's receiver
An audio induction loop system is an assistive listening technology that helps students with hearing loss receive clearer sound. It transmits an electromagnetic signal directly to the student's hearing aid or cochlear implant. This reduces the interference of background noise and distance from the speaker, significantly improving the student's ability to hear and understand instruction in a typical classroom environment.

44. (B) Transmitting the teacher's voice directly to the student's receiver, bypassing ambient noise
Frequency Modulation systems are designed to improve communication for students with hearing impairments. The teacher wears a microphone that transmits their voice via radio waves directly to a receiver worn by the student. This technology effectively bridges the distance between the speaker and the listener and minimizes the negative impact of classroom background noise, ensuring a superior signal-to-noise ratio.

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often exhibit distinctive physical features like macroorchidism, a prominent forehead, and large ears. Because it is X-linked, female carriers typically show milder symptoms due to X-inactivation. Pedigree analysis showing affected male siblings across generations with these specific physical and cognitive phenotypes strongly suggests this diagnosis.

10. (A) Direct behavioral observation and rating by a trained evaluator
The Childhood Autism Rating Scale, Second Edition, is a diagnostic tool that relies on direct behavioral observation by trained professionals. Unlike parent-report screening questionnaires, this instrument evaluates the child across fifteen domains, including social interaction and sensory responses. It provides a standardized method to determine the severity of autism symptoms and differentiates the disorder from other developmental disabilities.

11. (B) Phoneme
A phoneme is the smallest unit of sound in a language that can distinguish one word from another. For example, changing the initial sound in the word "cat" to "bat" alters the meaning entirely. Understanding phonemes is essential for developing phonological awareness, which serves as a critical foundation for learning to read, spell, and decode written words.

12. (A) Both A and R are true and R is the correct explanation of A
Speech and language are distinct components of communication. Speech refers to the physical motor act of producing sounds through articulation, voice, and fluency. Language involves the cognitive processing, comprehension, and use of symbols and rules to convey meaning. Therefore, a student can have perfect motor speech production while struggling significantly with the linguistic rules of communication.

13. (A) Pragmatics
Pragmatics refers to the social use of language in interactive contexts. It encompasses rules for conversational turn-taking, maintaining appropriate physical proximity, and staying on topic. A child who produces grammatically correct sentences but fails to follow these social conventions demonstrates an impairment in pragmatics. This deficit is a hallmark characteristic often observed in individuals with autism spectrum disorder.

14. (C) Syntax
Syntax is the component of language that governs the internal rule-based structure of sentences. It specifies the correct order of words and how they are organized to create meaningful phrases and sentences. Deficits in syntax can lead to telegraphic speech or difficulty understanding complex sentence structures, which impacts both expressive communication and the receptive comprehension of spoken language.

15. (B) Morphology: The rules concerned with the internal organization of words using meaningful units.
Morphology is the branch of linguistics that studies the structure of words and how they are formed using morphemes. Morphemes are the smallest meaningful units, including roots, prefixes, and suffixes. This system allows speakers to change the meaning or grammatical function of a word, such as transforming a present-tense verb into a past-tense form by adding a suffix.

16. (C) Immediate Echolalia
Immediate echolalia involves the verbatim repetition of words or phrases immediately after they are heard. In this context, the student repeats the teacher's sentence without altering the pronouns to reflect the change in speaker. While it can be a sign of a communication disorder, it often serves functional purposes, such as processing information or maintaining a social interaction.

17. (B) Verbal perseveration
Verbal perseveration occurs when an individual repeats a specific word, phrase, or question despite the absence of an appropriate stimulus or after the initial purpose has been met. The individual appears stuck on a particular thought and is unable to shift their focus. This behavior is common in various neurodevelopmental conditions and can significantly interfere with functional social communication.

18. (D) Neologism
A neologism is a newly coined word or expression that is not part of standard language but is used consistently by an individual. In this case, the student creates unique terms like "grind-box" for a sharpener. While these words have meaning to

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socially stigmatizing, the user is less likely to adopt it.

54. (D) During the annual development of the IEP for any student receiving special education services
Legal mandates require that the potential need for assistive technology must be considered for every student during the development of their Individualized Education Programme. This ensuring that technology is viewed as an essential support for access rather than an afterthought. Consideration happens at least annually, allowing the team to adjust tools as the student's academic goals and physical needs evolve over time.

55. (B) To evaluate a tool's effectiveness during real tasks in natural learning environments before purchase
A device trial is a critical step in the assistive technology evaluation process. It allows the student to use a potential tool during actual classroom tasks for a set period. This trial provides data on the tool's effectiveness, the student's ease of use, and whether the technology truly supports the intended academic or functional goals before making a permanent purchase.

56. (C) What writing activities are required for the student to participate in the general curriculum?
Under the "Tasks" component of the SETT Framework, the focus is on the specific activities the student needs to accomplish. For a student struggling with writing, the educator must identify exactly what the curriculum requires, such as taking notes, writing essays, or filling out worksheets. Defining these tasks is necessary to ensure the selected assistive technology provides the right functional support.

57. (A) Both A and R are true and R is the correct explanation of A
The Rights of Persons with Disabilities Act of 2016 mandates that the government provide "high support" to individuals with benchmark disabilities when needed. High support is defined as intensive assistance across various domains of life, including daily activities and education. This provision acknowledges that some individuals require more than standard accommodations to achieve equal participation and live a life of dignity.

58. (A) Maternal ingestion of Thalidomide during early pregnancy
Phocomelia is a rare congenital condition where the limbs are extremely shortened or absent, with the hands or feet attached close to the trunk. Historically, it is strongly linked to the use of Thalidomide, a drug once prescribed for morning sickness. When taken during the early stages of pregnancy, Thalidomide acts as a potent teratogen, severely disrupting normal limb development.

59. (B) An adult and child sharing focus on an object or event via pointing, showing, or eye gaze
Joint attention is a social-communicative skill where two people share a focus on the same object or event. It involves behaviors like following someone's gaze or pointing to show interest. Deficits in joint attention are one of the earliest signs of autism spectrum disorder, as this skill is fundamental for learning from others and developing social relationships and language skills.

60. (C) A is true but R is false
Childhood Apraxia of Speech is characterized by inconsistent errors in speech sounds, meaning the child might say the same word differently each time. This is because CAS is a motor planning disorder, not a receptive language disorder. It is not caused by lesions in Wernicke's area, which is responsible for language comprehension, but rather by difficulty in programming speech movements.

61. (A) The smallest meaningful unit of a language that cannot be further divided
A morpheme is the fundamental building block of meaning in a language. It can be a whole word, like "book," or a part of a word that changes its meaning, like the prefix "un-" or the suffix "-s." Unlike phonemes, which are units of sound, morphemes must carry specific semantic or grammatical information that contributes to the overall message.

62. (C) Phonological Process Disorder
Phonological Process Disorder occurs when a child continues to use developmental sound simplifications, such as leaving off the ends of words, beyond the age when they should have stopped. These patterns, known as phonological processes, are normal during early language development but become a disorder if they

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definitions.
(B) Autism spectrum disorder, cerebral palsy, intellectual disability (mental retardation), and multiple disabilities as specified by the Act.
(C) Specific learning disabilities, speech and language disorders, chronic mental illness, and victims of chemical or acid attacks.
(D) Hemophilia, thalassemia, sickle cell disease, chronic neurological disorders, and severe conditions affecting blood or nerve systems.

6. Analyze the assertion and reason statements regarding self-determination skills and choose the correct option:
Assertion (A): Developing self-determination skills is a critical predictor of successful post-school transition outcomes for youth with intellectual and developmental disabilities.
Reason (R): Self-determined individuals are better equipped to express their career preferences, make choices, and self-advocate in vocational and community settings.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

7. Which of the following standardized vocational assessment tools, developed in India, is specifically designed to assess and monitor the vocational profile and progress of adults with intellectual disabilities?
(A) FACP (Functional Assessment Checklist for Programming)
(B) VSMS (Vineland Social Maturity Scale)
(C) BASIC-MR (Behavioral Assessment Scale for Indian Children with Mental Retardation)
(D) NIMH-VAPS (Vocational Assessment Programming System)

8. In the context of adult living arrangements for persons with severe developmental disabilities, the principle of "Least Restrictive Environment" (LRE) is best exemplified by:
(A) Residing in a community-based group home with tailored support services that maximize personal independence and social integration.
(B) Residing in a large, state-run remote institution with standardized group monitoring to ensure basic safety and isolation.
(C) Residing with aging parents indefinitely with no structured access to community recreational facilities or vocational programs.
(D) Residing completely alone in an independent apartment with zero external assistance or emergency monitoring services.

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9. Analyze the assertion and reason statements regarding family-centered transition planning and choose the correct option:
Assertion (A): Family-centered transition planning requires active collaboration with siblings of individuals with severe developmental disabilities.
Reason (R): Siblings often experience unique psychological pressures, including expectations of future caregiving roles, which need to be addressed through support networks and counseling.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

10. Consider the following elements of an Individualized Transition Plan (ITP) for a student with moderate intellectual disability:
I. Post-secondary goals related to training, education, employment, and independent living.
II. Specific transition services, including instruction, community experiences, and vocational evaluation.
III. Statement of the agency or agencies responsible for providing or paying for transition services.
IV. The medical diagnosis of the student's disability and a list of all past clinical interventions.
Which of the above statements are correct?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

11. Meera is a 19-year-old non-verbal female with Autism Spectrum Disorder (ASD) and moderate intellectual disability. She is transitioning to a vocational training center. She communicates primarily through a tablet-based Picture Exchange Communication System (PECS) and

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the motor difficulties of handwriting or typing. Combined with a digital template to organize his report, this assistive technology enables him to demonstrate his knowledge accurately and efficiently without the barrier of his physical disability.

72. (C) Most-to-least prompt fading
Most-to-least prompt fading is an instructional technique that begins with the most intrusive support, such as physical guidance, and gradually moves toward less intrusive prompts, like gestures or verbal cues. The goal is to fade the support as the student gains mastery until they can perform the task independently. This approach minimizes errors and ensures the student experiences success throughout the learning process.

73. (D) Backward Chaining
Backward chaining is an instructional strategy where a teacher completes all but the last step of a task, which the student then performs to experience immediate success. Once the last step is mastered, the student is taught the second-to-last step. This method is particularly effective for students with severe intellectual disabilities as it provides immediate reinforcement by consistently finishing the task.

74. (A) Teaching her to request a 'break' or 'quiet space' using a visual icon or sign language
Functional Communication Training involves identifying the purpose of a challenging behavior and teaching an appropriate communication skill to replace it. Since Sneha's outbursts are a way to escape loud noise, teaching her to request a break provides a functional and socially acceptable way to achieve the same result. This empowers her to manage her environment effectively while reducing the need for problem behaviors.

75. (B) Both A and R are true but R is not the correct explanation of A
Section sixteen of the Rights of Persons with Disabilities Act of 2016 mandates that schools must provide inclusive education for all children with disabilities. While the Act also requires early detection of learning disabilities and suitable pedagogical measures, these requirements are distinct responsibilities under the law. Both points are true, but the detection of learning disabilities is just one part of the broader inclusive mandate.

76. (B) To directly fund and manage all inclusive schools and government-run special schools in India
The Rehabilitation Council of India is primarily a regulatory body. Its mandate focuses on standardizing training programs, maintaining the Central Rehabilitation Register, and prescribing minimum education standards for rehabilitation professionals. While it regulates the people working in the field, it does not directly fund or manage schools. School management and funding are typically the responsibility of state and central education departments.

77. (A) An inclusive education system at all levels and lifelong learning options
Article 24 of the United Nations Convention on the Rights of Persons with Disabilities guarantees the right to an inclusive education system. This means that students with disabilities should be educated alongside their non-disabled peers in the general education system, with appropriate supports. It emphasizes the importance of lifelong learning and ensures that individuals with disabilities can develop their full human potential.

78. (C) Creating Special Education Zones (SEZs) and a Gender-Inclusion Fund
The National Education Policy 2020 introduces several initiatives to support disadvantaged groups, including children with disabilities. One major strategy is the creation of Special Education Zones in regions where many students face significant barriers to education. These zones receive additional resources and support. Additionally, a Gender-Inclusion Fund is established to ensure equitable access to quality education for all children.

79. (D) A sip-and-puff switch with on-screen scanning software
For a student with high-level quadriplegia and no movement below the neck, a sip-and-puff switch is an effective alternative input device. By using air pressure through a straw-like tube, the student can activate on-screen scanning software. This allows them to control a cursor and select characters or icons on a computer screen, providing full digital access for communication, learning, and social interaction.

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persist and significantly reduce the child's speech intelligibility compared to their peers.

63. (C) Single-switch automatic scanning
Indirect selection is an AAC access method where the user does not choose an item directly. In single-switch automatic scanning, the device highlights choices one by one, and the user activates a switch when their desired item is highlighted. This method is often used by individuals with severe motor impairments who cannot accurately point or use eye-gaze technology to make selections.

64. (C) Hyposensitive to proprioceptive and vestibular sensory inputs
Children who are hyposensitive to sensory input often seek out intense experiences to feel grounded or alert. Bumping into walls, crashing into things, and seeking tight spaces provide significant proprioceptive and vestibular feedback. This "sensory seeking" behavior is the brain's way of trying to get the input it needs to process body position and movement effectively in the environment.

65. (B) A. Jean Ayres
A. Jean Ayres, an occupational therapist and psychologist, developed the theory of sensory integration. Her work focused on how the brain organizes and interprets sensory information from the body and environment to produce meaningful, functional responses. This framework remains a cornerstone in treating children with developmental disorders who experience difficulties with sensory processing, motor planning, and daily self-regulation.

66. (D) A is false but R is true
The Picture Exchange Communication System is based on behavioral principles, specifically operant conditioning, and does not require pre-existing cognitive or social skills like eye contact. It begins by teaching the functional act of exchanging a picture for a desired item. Because the communication act results in an immediate reward, it is highly motivating for children who have not yet developed verbal speech.

67. (A) To assist needy disabled individuals in procuring durable, modern assistive aids and appliances
The ADIP Scheme, implemented by the Indian government, aims to improve the functional independence of persons with disabilities by providing them with modern, high-quality assistive aids. This includes devices like wheelchairs, hearing aids, and artificial limbs. By making these essential tools affordable or free for needy individuals, the scheme promotes social and economic rehabilitation and enhances the quality of life.

68. (C) An Optical Character Recognition (OCR) system
Optical Character Recognition systems are assistive technologies that scan printed text and convert it into digital text. Once digitized, this information can be read aloud by text-to-speech software or converted into Braille. This technology is vital for individuals with visual impairments or reading disabilities, as it allows them to independently access printed books, documents, and other standard classroom materials.

69. (A) A Cochlear Implant directly stimulates the auditory nerve, while a Hearing Aid amplifies acoustic sound waves.
Hearing aids and cochlear implants address hearing loss differently. A hearing aid amplifies acoustic sounds so that a person with some residual hearing can perceive them better. In contrast, a cochlear implant is a surgically implanted device used for profound deafness. It bypasses damaged parts of the ear and directly provides electrical stimulation to the auditory nerve to create the sensation of sound.

70. (A) Both A and R are true and R is the correct explanation of A
The Rehabilitation Council of India Act of 1992 was established to regulate the training and certification of rehabilitation professionals. To ensure high standards of service, it mandates that all practitioners, including special educators, must be registered in the Central Rehabilitation Register. Practicing without this registration is illegal and carries penalties, ensuring that persons with disabilities receive professional and qualified support.

71. (B) Speech-to-text dictation software and a digital lab report template
Manish's dysgraphia makes the physical act of writing slow and exhausting, despite his strong understanding of science. Speech-to-text software allows him to dictate his thoughts, bypassing

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89. (D) Ensuring wheelchair stability, clear visual fields, and comfortable functional reach for the user
Mounting a high-tech communication device on a wheelchair requires careful physical planning. The mount must be secure to ensure the wheelchair remains stable and does not tip over. Additionally, the device must be positioned so that it does not block the user's view and is within their functional reach. Proper placement is essential for both safety and the user's ability to communicate effectively.

90. (C) A is true but R is false
The Right to Education Act allows children with severe or multiple disabilities to opt for home-based education. However, this is intended to provide a flexible option for families whose children may not be able to attend a traditional school due to high support needs. It is not designed to replace inclusive schools or permanently segregate students, as the primary goal remains inclusion.

91. (C) Tier 3 (Intensive Individualized Interventions)
In a Multi-Tiered System of Support, Tier Three represents the most intensive level of intervention. This stage provides highly individualized and frequent instruction to students who have not responded to universal or targeted interventions. It often involves specialized special education professionals and the integration of assistive technology to address specific, significant learning or behavioral challenges that persist despite prior levels of support.

92. (A) Generalized Conditioned Reinforcer
In a token economy, tokens serve as generalized conditioned reinforcers because they can be exchanged for a variety of other rewards or "back-up" reinforcers. Unlike primary reinforcers, which are naturally satisfying like food, tokens gain their value through the learning process. This system is effective because it allows for immediate reinforcement and keeps the student motivated by offering a choice of preferred activities.

93. (C) Providing flexible dynamic seating, like a wobble cushion, and scheduled movement breaks
For a student with ADHD who experiences motor restlessness, dynamic seating options like wobble cushions allow for subtle movement while remaining at a desk. Scheduled movement breaks also provide an appropriate outlet for physical energy. These low-tech interventions help the student maintain focus and self-regulation without being restrictive or isolating, making the classroom environment more supportive of their specific sensory and motor needs.

94. (D) The ease with which a listener understands speech output
Speech intelligibility refers to how well a listener can understand what a speaker is saying. It is a critical measure used by speech-language pathologists to determine the severity of a speech disorder and the effectiveness of therapy. High intelligibility means the message is clear, while low intelligibility indicates that the listener struggles to decode the speaker's words due to articulation or fluency issues.

95. (C) It predicts words from initial letters, reducing the number of keystrokes needed
Word prediction software is an assistive tool that suggests words as a student types. This is particularly helpful for students with fine motor coordination deficits, as it significantly reduces the number of keystrokes required to complete a sentence. By making typing less physically demanding, word prediction allows students to focus more on their ideas and less on the mechanics of writing, increasing their overall productivity.

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96. (B) Abbreviation expansion and pre-programmed phrases retrieved with single keystrokes
Rate enhancement techniques are designed to help AAC users communicate more quickly. Abbreviation expansion allows a user to type a short code that the device automatically expands into a full phrase. Similarly, pre-programmed phrases can be retrieved with a single keystroke. These features are essential because typing or selecting individual letters can be slow, making real-time social interaction challenging for high-tech device users.

97. (D) Screen readers convert digital text to speech or braille, whereas magnifiers enlarge screen content.
Screen readers and screen magnifiers serve different needs for students with visual impairments. A screen reader is designed for individuals who have very little or no vision, converting text into speech or Braille. A screen magnifier is used by students with low vision

IV. Social communication and emergency safety protocols.
V. Advanced clinical pharmacology and medical self-diagnosis.

Which of the domains listed above should be included?
(A) I, II, and III only
(B) II, III, IV, and V only
(C) I, III, IV, and V only
(D) I, II, III, and IV only

17. The "Double ABCX Model" developed by McCubbin and Patterson is widely used in disability and family research to explain:
(A) The continuous adaptation of families to stress and the cumulative pile-up of life demands over time.
(B) The developmental stages of cognitive reasoning and learning in individuals with moderate intellectual deficits.
(C) The complex genetic inheritance patterns and neurological markers associated with congenital disorders.
(D) The structured administrative hierarchy of municipal authorities responsible for implementing disability laws.

18. Analyze the assertion and reason statements regarding sexuality education and choose the correct option:
Assertion (A): Providing structured, age-appropriate sexuality education is an essential component of preparing adolescents with intellectual and developmental disabilities for adulthood.
Reason (R): Individuals with developmental disabilities are highly vulnerable to sexual abuse, exploitation, and health issues due to a lack of clear understanding of boundaries, consent, and bodily changes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. When teaching an adult with a moderate intellectual disability the vocational skill of assembling a three-part electrical plug, the instructor breaks down the task into distinct, sequential sub-steps. This instructional methodology is known as:
(A) Task analysis
(B) Cognitive restructuring
(C) Discrete trial training
(D) Reciprocal teaching

20. Aditya is a 22-year-old with bilateral spastic Cerebral Palsy and severe dysarthria. He uses a motorized wheelchair for mobility and communicates using a high-tech eye-gaze computer system. He has completed a diploma in computer applications and is seeking a job. Which of the following constitutes the most appropriate set of accommodations under the RPWD Act, 2016, to facilitate Aditya's employment in an IT company?
(A) Replacing his technology with a full-time human scribe to record his communications while removing any electronic eye-gaze software.
(B) Placing him in an isolated home-office environment without physical team integration to bypass workplace infrastructure modification.
(C) Assigning him repetitive manual tasks that completely avoid the use of computers, communication systems, or professional training.
(D) Ensuring a barrier-free workplace, an adjustable workstation, and integrating his eye-gaze system with the corporate computer network.

21. Analyze the assertion and reason statements regarding Community-Based Rehabilitation (CBR) programs and choose the correct option:
Assertion (A): Community-Based Rehabilitation (CBR) programs are more sustainable for adult vocational rehabilitation in rural areas than large, centralized institutional services.
Reason (R): CBR utilizes locally available resources, trains community members, and works within the natural social and physical environment of the person with a disability.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

22. Consider the following features of the "Niramaya" Health Insurance Scheme launched by the National Trust:
I. It provides health insurance coverage of up to Rs. 1.00 Lakh for persons with the four

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CHAPTER 30
Adulthood and Family Issues

1. Which of the following best defines the concept of "Supported Employment" for adults with developmental disabilities?
(A) Paid competitive employment in integrated settings with ongoing support services to help individuals with significant disabilities maintain their jobs.
(B) Segregated workshop employment where individuals perform repetitive tasks under continuous supervision for lower-than-minimum wage rates.
(C) Short-term, unpaid work experience arranged by schools to satisfy basic academic credits without providing long-term career training or planning.
(D) Home-based self-employment initiatives where the family manages all business operations while the individual does not participate in daily tasks.

2. Rohan is an 18-year-old with Autism Spectrum Disorder (ASD) who is transitioning from a special school to a retail store as a shelf-stocker. He experiences severe sensory overload from fluorescent lighting and high-frequency sounds from cash registers, leading to anxiety and hand-flapping. Which of the following interventions is the most appropriate accommodation the job coach should implement first?
(A) Instructing the store manager to replace all fluorescent lighting in the store with incandescent bulbs.
(B) Desensitizing Rohan by requiring him to stand near the cash register for extended periods until the hand-flapping ceases.
(C) Conducting a task analysis of shelf-stocking and providing Rohan with noise-canceling headphones and a workspace in a quieter aisle.
(D) Requesting the family to withdraw Rohan from the job until his sensory issues are completely resolved through occupational therapy.

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3. Analyze the assertion and reason statements regarding transition planning and choose the correct option:
Assertion (A): Transition planning for adolescents with Autism Spectrum Disorder (ASD) must begin progressively, ideally by age 14 to 16, rather than waiting until they complete school.
Reason (R): Sudden changes in schedules, environments, and social expectations in adulthood can cause regression, making systematic exposure and structured preparation essential.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Under the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, consider the following statements regarding the Local Level Committee (LLC):
I. The LLC has the authority to appoint legal guardians for persons with the specified four disabilities.
II. The LLC must be chaired by the District Collector or an officer of equivalent rank.
III. The LLC has the power to permanently strip parents of their natural guardianship rights without any evidence of abuse or neglect.
Which of the statements given above are correct?
(A) II and III only
(B) I and III only
(C) I, II, and III
(D) I and II only

5. The National Trust Act, 1999 was specifically enacted to address the welfare, guardianship, and lifelong care needs of individuals with which group of developmental disabilities?
(A) Blindness, low vision, hearing impairment, locomotor disability, and other physical or sensory impairments under common medical

to enlarge the content on the screen, making it easier to see. Both tools are essential for ensuring equal access to technology.

98. (A) The Multisensory (VAKT) Approach
The Multisensory or VAKT approach stands for Visual, Auditory, Kinesthetic, and Tactile. This teaching methodology uses multiple senses simultaneously to help students with learning disabilities process and remember information. By engaging several pathways to the brain, it strengthens the learning of written language and is particularly effective for students who struggle with traditional instructional methods that rely primarily on only one or two senses.

99. (C) Imprisonment for up to six months, or a fine, or both
Under the Rehabilitation Council of India Act, practicing as a special educator or rehabilitation professional without being registered in the Central Rehabilitation Register is a punishable offense. The legal consequences include imprisonment, a fine, or both. This law protects the rights of persons with disabilities by ensuring that the professionals who work with them are properly trained and held to established national standards.

100. (A) Self-advocacy skills, including understanding one's needs and requesting accommodations
Self-determination refers to the ability of individuals to make choices and manage their own lives. For youth transitioning to adulthood, developing self-advocacy skills is critical. This involves understanding their own disability, knowing their specific needs, and effectively requesting necessary accommodations or supports to ensure they can participate fully in vocational, educational, or community settings.

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gets highly anxious when she cannot express her physical discomfort. Which vocational accommodation is most critical for Meera's successful transition?

(A) Updating her PECS device with functional symbols for basic needs and training vocational staff to recognize and reinforce her communication.
(B) Requiring her to acquire verbal speech and master spoken phrases before she is allowed to perform any vocational tasks at the center.
(C) Restricting her work to highly repetitive, isolated sorting tasks where communication with supervisors and peers is completely unnecessary.
(D) Mandating that a parent or family member remain seated beside her during all training sessions to continuously interpret her behaviors.

12. Analyze the assertion and reason statements regarding inclusive employment and choose the correct option:

Assertion (A): Special education professionals and rights advocates strongly favor inclusive, community-based employment over segregated sheltered workshops for adults with disabilities.

Reason (R): Sheltered workshops often perpetuate isolation, pay sub-minimum wages, and offer limited opportunities for career advancement or peer interaction with non-disabled co-workers.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. Consider the following statements regarding the reservation in employment under Section 34 of the Rights of Persons with Disabilities (RPWD) Act, 2016:

I. Not less than 4% reservation of vacancies for persons with benchmark disabilities in every government establishment.
II. 1% reservation each for persons with blindness/low vision, deaf/hard of hearing, and locomotor disability.
III. 1% reservation collectively for persons with autism, intellectual disability, specific learning disability, mental illness, and multiple disabilities.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

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14. In special education, the fundamental difference between "choice-making" and "self-determination" is that:

(A) Choice-making represents a simple, single-step classroom behavior, whereas self-determination is a continuous, lifelong development process.
(B) Self-determination can only be attained by individuals with mild deficits, while choice-making is restricted to those with severe impairments.
(C) Choice-making involves selecting among existing alternatives, while self-determination includes goal setting, self-advocacy, and problem-solving.
(D) Choice-making is a formal legal right mandated under the RPWD Act, whereas self-determination is merely an abstract academic theory.

15. Analyze the assertion and reason statements regarding the transition planning approach and choose the correct option:

Assertion (A): In transition planning, a family-centered approach is superior to a professionally-driven approach where experts make all the decisions.

Reason (R): Families are the most enduring and constant support system in an individual's life, whereas professional services change as the individual transitions into adulthood.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. To prepare a youth with Autism Spectrum Disorder (ASD) for independent community living, a special educator must design a program addressing multiple life domains. Consider the following domains:

I. Personal care and Activities of Daily Living (ADLs).
II. Public transit navigation and community mobility.
III. Financial management, including basic budgeting and banking.

80. (C) A is true but R is false
The Makaton vocabulary system is a multimodal approach that uses signs, symbols, and spoken language together. It is designed to support individuals with a wide range of communication difficulties, including those with cognitive impairments or autism. It is not designed exclusively for individuals with visual impairment; in fact, the use of graphic symbols makes it very accessible for people with diverse needs.

81. (B) Poor name response and absence of communicative gestures like pointing
In infants as young as twelve months, a lack of response to their name and the absence of communicative gestures, such as pointing or waving, are key red flags for autism spectrum disorder. These behaviors indicate a delay in the development of social communication and joint attention. Identifying these signs early is crucial for providing timely intervention during a critical period of development.

82. (D) Alternative Teaching — One teacher works with a small group of students for specialized instruction, while the other leads the larger group.
Alternative teaching is a co-teaching model where one teacher leads instruction for the majority of the class, while the other teacher works with a small group. This small-group setting can be used for remediation, enrichment, or providing specific accommodations. This model allows for highly individualized instruction within the inclusive classroom, ensuring that all students' needs are met during the lesson.

83. (A) Hypernasal speech and specific articulation errors
Children born with a cleft lip and palate often experience hypernasal speech because the opening in the roof of the mouth allows too much air to escape through the nose during speech. This condition also makes it difficult to produce certain sounds that require oral air pressure, leading to specific articulation errors. Surgery and speech therapy are typically needed to address these communication challenges.

84. (C) Attention Deficit Hyperactivity Disorder (ADHD)
While ADHD is a recognized neurodevelopmental condition, it is not explicitly listed as one of the twenty-one standalone disability categories under the Rights of Persons with Disabilities Act of 2016. The Act includes categories like autism spectrum disorder and specific learning disabilities. However, students with ADHD are often provided with support and accommodations in schools through these broader categories or other inclusive education provisions.

85. (A) Hypo-reactivity to tactile input
Hypo-reactivity to tactile input occurs when an individual has a high threshold for touch sensations. This can manifest as an unusually high pain tolerance or a lack of awareness of something on their skin. These individuals often seek out intense tactile experiences, like touching textures or seeking deep pressure, to help their brain process sensory information and understand their environment more clearly.

86. (D) A detailed financial statement of the family's annual household income for device subsidies
An Individualized Education Programme is a legal document that focuses entirely on the student's educational needs and the services provided by the school. It must include current performance levels, measurable goals, and descriptions of special education services. A family's financial status is not a required or appropriate component of an IEP, as the right to a free and appropriate public education is guaranteed.

87. (B) Antecedent, Behavior, Consequence
The ABC model is a tool used in Functional Behavioral Assessment to understand the causes of a specific behavior. The antecedent is what happens immediately before the behavior, the behavior is the action itself, and the consequence is what happens afterward. By analyzing these three components, educators can identify the function of a behavior and develop effective strategies for intervention and support.

88. (C) Relevant / Realistic
In the SMART acronym used for writing IEP goals, the letter R stands for Relevant or Realistic. This ensures that the goal is meaningful for the student's specific needs and can actually be achieved within the given timeframe and resources. Setting realistic goals helps maintain motivation for the student and ensures that the educational team is focusing on attainable and impactful outcomes.

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National Trust disabilities.
II. There is no age limit for enrollment in this scheme, making it accessible to adults and senior citizens with these disabilities.
III. The premium is completely waived or highly subsidized for families below the poverty line (BPL).

Which of the features listed above are characteristic of the scheme?
(A) I and II only
(B) II and III only
(C) I, II, and III
(D) I and III only

23. The McGill Action Planning System (MAPS) is a collaborative person-centered planning tool used in transition. Which of the following is NOT one of the typical questions asked during a MAPS planning session?
(A) "What is the background and personal history of the individual?"
(B) "What are the dreams and aspirations of the individual for the future?"
(C) "What are the primary fears and worst nightmares of the individual?"
(D) "What are the standardized clinical test scores and IQ of the individual?"

24. Analyze the assertion and reason statements regarding micro-enterprises and choose the correct option:
Assertion (A): Micro-enterprises and family-supported self-employment are viable and highly successful vocational models for many adults with severe Autism Spectrum Disorder (ASD).
Reason (R): These models allow for highly customized physical environments, flexible work schedules, and a reduction in unpredictable social interactions that cause anxiety.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

25. Consider the following statements regarding the concept of "Customized Employment" for individuals with significant disabilities:
I. It is a highly individualized approach to vocational placement where job duties are negotiated and tailored to align with the specific strengths and interests of the job seeker.
II. It bypasses the traditional competitive hiring process by matching a candidate's skills to the specific, unmet operational needs of an employer.
III. It relies on standard, pre-existing job descriptions and demands that the candidate adapt to all duties without modification.
IV. It often utilizes "job carving," which involves taking specific tasks from multiple existing jobs to create a new, customized job description.

Which of the statements given above are correct?
(A) I and II only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

26. Which of the following pairs correctly matches the developmental assessment or programming tool with its primary target population or domain in special education?
(A) VSMS — A diagnostic instrument designed specifically for evaluating advanced academic achievements in high school chemistry.
(B) FACP — Functional assessment and curriculum programming for individuals with intellectual disabilities.
(C) NIMH-VAPS — Early screening protocols and developmental tracking systems designed for high-risk pediatric populations.
(D) CARS — Structured screening checklists used for determining vocational readiness in adults with motor impairments.

27. Analyze the assertion and reason statements regarding natural supports in the workplace and choose the correct option:
Assertion (A): Utilizing "natural supports" (such as co-workers and supervisors) in the workplace is more effective for long-term job retention of adults with disabilities than relying solely on professional job coaches.
Reason (R): Natural supports promote authentic social inclusion, are continuously present in the workspace, and reduce the stigma associated with having an external supervisor.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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exclusively for individuals with cognitive impairments.
(C) Local authorities must guarantee accessible public infrastructure, record demographic disability data, and facilitate welfare benefits.
(D) Local authorities possess the power to unilaterally override decisions made by the National Trust regarding legal custody allocations.

67. Rohan, an adult with Autism Spectrum Disorder (ASD), works at a food packaging unit. Every day at 1:00 PM, there is a mandatory transition from his packaging station to the lunchroom. Rohan frequently exhibits distress, screaming, and resistance during this transition. Which of the following is the most appropriate proactive intervention?
(A) Providing a five-minute visual countdown timer and showing him a schedule of the upcoming lunch activity.
(B) Permitting him to skip scheduled lunch breaks entirely so he can remain at his station without any work disruption.
(C) Utilizing physical prompts to guide him to the cafeteria to enforce compliance with daily corporate routines.
(D) Imposing immediate monetary penalties by docking his weekly training stipend for exhibiting disruptive actions.

68. Which of the following represents a significant systemic barrier to the development of self-advocacy skills in adults with intellectual and developmental disabilities?
(A) Offering routine options for individuals to choose their own daily meals and basic clothing items.
(B) Instructing individuals on functional communication and assertiveness strategies within peer circles.
(C) Integrating students into their own individualized educational transition and planning conferences.
(D) Overprotective paternalism from family members and educators who make all personal decisions for them.

69. Video modeling is an evidence-based instructional strategy. How can a transition coach best use video modeling to teach an adult with Autism Spectrum Disorder (ASD) the social skills required for a customer service role?
(A) Showing the individual general educational documentaries on natural science and requesting a written summary of the facts.
(B) Having them watch clips of a peer demonstrating correct greetings and eye contact, followed by active behavioral role-play.
(C) Video-recording their errors during to actual interactions and playing the footage repeatedly to highlight what to avoid.
(D) Mandating that the individual record instructional video guides for junior trainees prior to performing their own duties.

70. The National Handicapped Finance and Development Corporation (NHFDC) provides financial assistance specifically for:
(A) Sponsoring annual international symposiums and conventions focused on advanced pediatric rehabilitation research.
(B) Financing electoral campaigns and political advertisements for regional candidates with benchmark disabilities.
(C) Providing low-interest concessional loans to individuals for self-employment ventures and pursuing higher studies.
(D) Building large-scale residential asylums and medical care institutions in remote and underfunded geographic zones.

71. The "Circle of Friends" (or Circle of Support) intervention is designed to:
(A) Grouping students in inclusive school environments based on standardized academic rankings and performance testing.
(B) Placing individuals with severe physical impairments into separate peer groups during lunch and leisure activities.
(C) Establishing legal guardianship frameworks and protective custody options under the current National Trust Act.
(D) Building structured networks of peer volunteers around an individual to foster social inclusion and natural friendships.

72. When teaching an adult with an intellectual disability a complex vocational task, "shaping" is defined as:
(A) Systematically reinforcing successive approximations of a target behavior to establish a new skill.
(B) Providing hand-over-hand physical guidance to force execution of the entire manual sequence.

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the field of vocational rehabilitation and special education?
(A) National Council for Teacher Education (NCTE)
(B) National Institute of Public Cooperation and Child Development (NIPCCD)
(C) Rehabilitation Council of India (RCI)
(D) Medical Council of India (MCI)

35. A transition coordinator uses "Social Stories" to prepare a 17-year-old student with Autism Spectrum Disorder (ASD) for his upcoming job interview. The primary purpose of this strategy is to:
(A) Provide a structured visual guide detailing expected behaviors and communication norms during the interview.
(B) Help the candidate memorize complex technical responses to advanced administrative questions during interviews.
(C) Evaluate the candidate's expressive and receptive language abilities under standardized clinical conditions.
(D) Highlight the negative professional and financial consequences of failing to secure employment opportunities.

36. Which of the following is NOT typically considered a key phase of the transition process from school to work for youth with developmental disabilities?
(A) Transition planning and individual goal setting.
(B) Post-secondary education and vocational training.
(C) Job placement, monitoring, and ongoing support.
(D) Placement in an isolated, permanent institutional asylum.

37. Parent support groups play a vital role in adult transition by offering which of the following primary benefits to families?
(A) Providing direct state funding and grants to buy permanent residential properties for adult children.
(B) Providing mutual emotional support, sharing resource information, and advocating for community services.
(C) Administering clinical diagnoses and prescribing psychotropic drug treatments under medical supervision.
(D) Granting legal authority to bypass local judicial procedures for appointing administrative guardians.

38. Kabir is a 17-year-old with low vision and mild intellectual disability who is preparing to transition to an administrative desk job. He struggles to read standard font sizes on computer screens and printed documents. Which combination of accommodations is most appropriate for Kabir's transition plan?
(A) Providing braille-only documentation and completely removing all computer-based administrative tasks from his daily routine.
(B) Requiring him to undergo invasive ophthalmic surgeries before he can be admitted to any community vocational training programs.
(C) Integrating screen magnification systems, high-contrast printing, and training him on digital assistive reading applications.
(D) Assigning a dedicated full-time peer assistant to verbally read every printed document and email aloud throughout his shift.

39. Under Section 19 of the Rights of Persons with Disabilities (RPWD) Act, 2016, the government is mandated to formulate schemes and programmes to support which of the following areas for persons with disabilities?
(A) Providing subsidized loans at concessional rates to facilitate and support self-employment.
(B) Mandating early childhood medical intervention and compulsory residential hospitalization.
(C) Establishing segregated sheltered workshops that pay sub-minimum wages.
(D) Restricting vocational choices to traditional manual crafts in rural settings.

40. According to the Family Systems Theory applied to Special Education, consider the following components of family dynamics:
I. Family Characteristics (e.g., size, cultural background, socioeconomic status).
II. Family Interactions (the relationships and communication patterns among family subsystems).
III. Family Functions (the tasks the family performs to meet its collective and individual needs).
IV. Family Life Cycle (the developmental transitions and changes the family experiences over time).
Which of the components listed above are essential to understanding family dynamics?

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28. According to the Rights of Persons with Disabilities (RPWD) Act, 2016, what is the mandatory reservation percentage for persons with benchmark disabilities in all government institutions of higher education?
(A) Not less than 3%
(B) Not less than 4%
(C) Not less than 5%
(D) Not less than 10%

29. Preeti is a 20-year-old with moderate intellectual disability who is being trained to travel independently from her home to her vocational unit using a public bus service. During training, the transition specialist accompanies Preeti but gradually decreases her physical presence and verbal cues as Preeti successfully identifies the correct bus stop, pays the fare, and boards the bus. This fading of teacher assistance is a key application of which instructional principle?
(A) Flooding and exposure techniques
(B) Systematic desensitization therapy
(C) Cognitive behavioral modifications
(D) Stimulus fading and systematic prompting

30. Analyze the assertion and reason statements regarding legal guardianship and choose the correct option:
Assertion (A): Legal guardianship under the National Trust Act, 1999 is designed as a protective mechanism that can continue even after an individual with a severe developmental disability reaches 18 years of age.
Reason (R): Adults with conditions like severe autism and profound intellectual disabilities may require legal representation to make decisions regarding financial, medical, and personal welfare.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. When managing challenging behaviors of an adult with Autism Spectrum Disorder (ASD) during vocational placement, consider the following proactive strategies:
I. Establishing a highly predictable, visual schedule of the workday.
II. Implementing a Functional Behavior Assessment (FBA) to identify the antecedents and consequences of the behavior.
III. Restructuring the physical workspace to minimize sensory triggers.
IV. Teaching functionally equivalent replacement behaviors (FERBs) to replace maladaptive actions.
V. Applying immediate, strict physical punishments or isolation to extinguish behaviors quickly.
Which of the strategies listed above are appropriate to employ?
(A) I, II, and III only
(B) I, II, III, and IV only
(C) II, III, and V only
(D) I, III, and V only

32. The concept of "Dignity of Risk" in the field of disability rehabilitation refers to:
(A) The policy of restricting individuals with intellectual deficits from engaging in hazardous actions to prevent physical injuries.
(B) The mandate requiring state agencies to provide full financial insurance to organizations employing workers with benchmark disabilities.
(C) The professional legal immunity granted to registered special educators during the execution of vocational community outings.
(D) The right of individuals to make personal choices, take everyday risks, and experience the natural consequences of their actions.

33. In the transition of legal rights from adolescence to adulthood, "Supported Decision-Making" (SDM) differs from "Plenary (Full) Guardianship" in that:
(A) SDM enables individuals to retain legal rights and make personal choices with assistance from a designated support network.
(B) SDM strips the individual of all functional capacity and transfers their legal rights to a court-appointed public guardian.
(C) SDM is limited strictly to specialized clinical interventions, whereas plenary guardianship governs all financial matters.
(D) SDM is an informal behavioral training technique, while plenary guardianship constitutes a standard political administrative term.

34. In India, which statutory body is responsible for regulating, standardization, and monitoring training programs for professionals working in

NODIA

day to verbally instruct them on the correct settings before every cycle is executed.
(B) Installing a simplified, color-coded visual chart matching fabric types to specific machine settings directly on the equipment.
(C) Transferring the employee to an alternative, non-mechanized department to avoid any contact with operational technology.
(D) Requesting the employee's family members to hire a personal private assistant to manage all equipment controls on their behalf.

48. Article 27 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory, mandates that State Parties shall recognize the right of persons with disabilities to:
(A) Secure employment exclusively in segregated, government-run rehabilitation facilities that bypass integration into the competitive open marketplace.
(B) Receive automatic monthly social security pensions from age eighteen, which eliminates any functional need or motivation for vocational pursuits.
(C) Complete basic academic requirements at secondary levels without being subjected to standard vocational evaluations or career-oriented training.
(D) Work on an equal basis with others, including the right to earn a living through freely chosen employment in open and accessible work environments.

49. In the context of inclusive employment, "Natural Supports" refer to:
(A) Assistance from co-workers, supervisors, and peers on-site who are not paid disability professionals.
(B) Advanced assistive technology devices that rely on solar energy or other ecological power sources.
(C) Direct financial allowances and subsidies granted by the central Ministry of Social Justice.
(D) Immediate family members hired in the same department to continuously oversee the disabled worker.

50. The process of moving individuals with developmental disabilities from segregated, large-scale residential institutions to community-based settings with individualized supports is known as:
(A) Rehabilitation
(B) Decentralization
(C) Deinstitutionalization
(D) Mainstreaming

51. The Family Empowerment Model in special education is built on the premise that:
(A) Families can identify their needs, secure resources, and make informed choices when given proper support.
(B) Professionals hold all objective technical expertise and should independently guide all domestic decisions.
(C) Families of disabled individuals require perpetual state financial stipends to substitute for employment.
(D) State agencies must assume absolute legal and practical custody of youngsters with cognitive deficits.

52. An adult with Autism Spectrum Disorder (ASD) is employed at an office data entry station. He becomes highly anxious and unproductive due to the constant chatter of colleagues nearby and the flickering of a ceiling fan. Which adaptation represents the most immediate, low-cost sensory modification?
(A) Relocating the entire corporate division to a remote, alternative office building that does not use mechanical ceiling fans.
(B) Terminating his work agreement and referring him back to a segregated sheltered environment that specializes in low-stress tasks.
(C) Administering prescription psychiatric drugs to suppress his neurological sensitivities during active work hours at the company.
(D) Placing partitions around his desk, providing noise-canceling headphones, and moving his station away from the flickering fan.

53. Which of the following is NOT an appropriate post-school transition goal to be included in an Individualized Transition Plan (ITP)?
(A) Amit will enroll in a local vocational institute to learn computer hardware repair upon finishing school.
(B) Amit's educator will guarantee that Amit never experiences social conflict or emotional stress in adult life.
(C) Amit will independently navigate the public bus route from his home to his workplace twice a week after school.
(D) Amit will work part-time in competitive,

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supported employment in a retail bookstore upon completing graduation.

54. In transition planning, the transition from adolescence to adulthood is characterized as a "lifelong development" perspective. This perspective emphasizes that:
(A) Transition parameters are strictly set and cannot be adjusted or modified after the individual reaches legal adulthood.
(B) Professional interventions must cease entirely at age eighteen without establishing links to community support agencies.
(C) Career growth and learning continue through adulthood, necessitating adaptable supports rather than a single static plan.
(D) Adult rehabilitation programs should focus entirely on leisure options, ignoring vocational or independent living targets.

55. To create a barrier-free workplace for adults with orthopedic and visual disabilities, consider the following environmental modifications:
I. Installation of ramps with non-slippery surfaces and handrails.
II. Tactile paving (yellow blocks with raised patterns) leading to the entrance and main corridors.
III. Elevators equipped with braille buttons and auditory voice announcements.
IV. Narrow corridors with high-shelved displays to maximize space utilization.
Which of the modifications listed above should an establishment implement?
(A) I and II only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and III only

56. Under the "Sahayogi" scheme of the National Trust, the primary objective is to:
(A) Training and developing a professional cadre of caregivers to assist persons with disabilities and families.
(B) Providing specialized legal training workshops to judicial officers regarding domestic and international laws.
(C) Sponsoring international educational tours and academic exchanges for postgraduate research scholars in India.
(D) Distributing free sensory stimulation materials and diagnostic tools to community early intervention units.

57. Which of the following pairs represents an INCORRECT match between the National Trust scheme and its core objective?
(A) Disha — Early intervention and basic school readiness programming for toddlers.
(B) Gharaunda — Free international higher education scholarship programs for educators.
(C) Vikaas — Day care programs aimed at interpersonal skill and vocational training.
(D) Niramaya — Comprehensive health insurance schemes for individuals with disabilities.

58. The "Ecological Inventory" approach in adult transition assessment involves:
(A) Evaluating physical stamina and respiratory thresholds in natural outdoor environments and wilderness parks.
(B) Assessing actual demands of targeted residential and vocational settings, and comparing them to individual skill levels.
(C) Conducting comprehensive chemical safety audits and physical risk assessments in manufacturing sites before placements.
(D) Administering standardized cognitive assessments and psychiatric test batteries inside a structured clinical facility.

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59. When teaching social-sexual boundaries to an adult with an intellectual disability who frequently hugs strangers, the special educator should use which of the following approaches?
(A) Using visual circle charts to define appropriate physical interactions (e.g., hugging family vs. waving to strangers).
(B) Reprimanding the individual publicly in the community to foster social compliance and quickly halt the behavior.
(C) Restricting the individual from leaving their household or interacting with any unfamiliar community members.
(D) Expecting them to acquire subtle social boundary norms naturally over time without receiving any explicit teaching.

60. Person-Centered Planning (PCP) is a collaborative planning process. Which of the following features distinguishes PCP from traditional system-driven planning models?
(A) The intervention agenda is exclusively directed and executed by certified clinical practitioners.
(B) The focus is restricted to matching candidates with pre-existing, segregated

residential facilities.
(C) The individual is the core participant, with their personal choices and goals directing the planning process.
(D) The rehabilitation plan is formulated solely upon clinical diagnostic evaluations and psychometric data.

61. The "Disha" scheme of the National Trust is designed to cater to children in which of the following age groups?
(A) Young children aged zero to ten who require early intervention and basic school readiness support.
(B) Adolescents aged fourteen to eighteen who are preparing to enter integrated higher education.
(C) Adults aged eighteen to thirty-five who require specialized vocational rehabilitation training.
(D) Geriatric populations aged sixty and above who require assistive physical therapy services.

62. Which of the following is the most effective way to use visual schedules to support an adult with Autism Spectrum Disorder (ASD) in maintaining independence in a high-stress workplace?
(A) Distributing a comprehensive, highly technical text document and requiring them to memorize it prior to their shift.
(B) Having supervisors verbally announce upcoming tasks from across the room to keep the worker focused on assignments.
(C) Providing a visual list of daily tasks on a tablet or clipboard, allowing them to track and check off completed jobs.
(D) Relying entirely on adjacent co-workers to provide constant hand-over-hand physical guidance for each job sequence.

63. The Mental Healthcare Act, 2017, holds significant relevance for adults with disabilities. Regarding "Advance Directives," the Act permits which of the following?
(A) It permits legal guardians to dictate all residential and occupational choices for their adult dependents during active clinical treatment.
(B) It allows adults to state in writing how they wish to be treated, and who should represent them, if they experience a psychiatric crisis.
(C) It authorizes chief medical officers to permanently commit individuals to psychiatric facilities without requiring judicial approval.
(D) It strictly prohibits the administration of all forms of psychoactive or therapeutic drugs to individuals under the age of twenty-five.

64. A transition specialist is preparing a training curriculum on "Financial Literacy" for adults with mild intellectual disabilities. Which of the following instructional activities is most appropriate and functional?
(A) Presenting lectures on the historical development of banking systems and the macroeconomics of modern currency printing.
(B) Mandating that trainees memorize complex financial formulas to calculate compound interest rates on bank deposits.
(C) Advising participants to delegate all financial transactions to legal guardians without participating in monetary choices.
(D) Practicing mock shopping with real cash, counting change, and navigating simplified banking apps with visual prompts.

65. From a family systems perspective, "lifelong care planning" for a child with a severe developmental disability often leads to "chronic sorrow" or ongoing stress in parents. This is primarily because:
(A) Parents face lifelong physical, emotional, and financial demands, along with anxiety over future care after they pass away.
(B) Parents naturally possess lower biological thresholds of affection or love for children who exhibit developmental deficits.
(C) Medical infrastructure in developing regions fails to provide any developmental screenings or clinical testing services.
(D) Sibling relationships in homes with disabled dependents are inherently destructive and characterized by persistent rivalry.

66. Under the RPWD Act, 2016, which of the following statements is true regarding the role of local authorities (such as Panchayats and Municipalities) in the rehabilitation of adults with disabilities?
(A) Local authorities are completely exempt from providing municipal services or maintaining records related to residents with benchmark disabilities.
(B) Local authorities are mandated to build separate, segregated suburban housing zones

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79. Which of the following services is provided by the National Institute for Empowering Persons with Multiple Disabilities (NIEPMD) in India to support the transition of adults with multiple disabilities?
(A) Funding leisure tourism packages for families of individuals with multiple disabilities.
(B) Providing vocational training, daily living skill programs, and building assistive devices.
(C) Appointing permanent state guardians to replace biological parents without judicial review.
(D) Administering experimental clinical gene therapy designed to cure genetic malfunctions.

80. A transition coordinator uses "Situational Assessment" to evaluate a student's vocational potential. This assessment is characterized by:
(A) Administering written cognitive tests and standard intelligence scales in quiet clinical examination spaces.
(B) Asking guardians to complete descriptive rating checklists tracking their child's daily household behaviors.
(C) Showing candidates brief video clips of typical vocational tasks and asking them to rate their personal interest.
(D) Observing and recording work behaviors, output, and social interactions within actual employment settings.

81. Preeti, an adult with moderate intellectual disability, is working at a local library stamping books. She frequently stops working and stares out the window, which decreases her productivity. The job coach introduces a self-monitoring sheet where Preeti puts a checkmark next to a happy face icon every time an alarm vibrates on her wrist (every 10 minutes) if she is actively working. This intervention is an example of:
(A) Self-monitoring/Self-management
(B) Extinction
(C) Punishment
(D) Sensory integration therapy

82. In family systems research, the "reciprocal relationship" means that:
(A) The child's impairment is the singular cause of household dysfunction, with the family exerting no reciprocal influence.
(B) Maternal and paternal caregivers consistently exhibit identical psychological stress patterns across all life stages.
(C) The disabled child affects all family members, and family stress levels in turn shape the child's development.
(D) Siblings of individuals with severe developmental delays remain entirely unaffected by household domestic patterns.

83. Under the National Trust, the "Vikaas" scheme is a day care scheme for:
(A) Persons with Trust disabilities, providing daytime training to improve social and occupational skills.
(B) Secondary school students requiring advanced remedial training in mathematics and physical sciences.
(C) Toddlers and infants aged zero to six who need specialized pediatric health and nutritional support.
(D) Geriatric cohorts diagnosed with progressive cognitive deficits, alzheimer's, or severe dementia.

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84. Section 13 of the RPWD Act, 2016, ensures that persons with disabilities enjoy "Legal Capacity" on an equal basis with others in all aspects of life. This means that:
(A) Bank managers can legally refuse to register active financial accounts for applicants with intellectual deficits.
(B) Custodians retain absolute authority to liquidate real estate owned by disabled dependents without legal review.
(C) Individuals with benchmark impairments are fully exempt from standard municipal laws, taxes, and civic contracts.
(D) Adults have the right to own property, manage financial matters, and secure bank loans, utilizing support if needed.

85. When a special educator modifies the specific tasks of a job so that an adult with a severe physical disability can perform only the tasks they are capable of, while other tasks are reassigned to co-workers, this process is known as:
(A) Job shadowing
(B) Job carving
(C) Job rotation
(D) Job termination

86. Quality of Life (QoL) domains for adults with developmental disabilities, as conceptualized by Schalock and colleagues, include which of the following core dimensions?

(C) Splitting a complex technical task into smaller, highly structured, and chronological sub-steps.
(D) Providing rewards only when the trainee executes the complete sequence without errors on the first attempt.

73. A transition specialist is organizing a "Career Exploration" program for high school students with various disabilities. Which of the following activities is most effective for this stage of transition?
(A) Assigning textbook chapters detailing the different employment opportunities in regional industries.
(B) Organizing community job-shadowing, business tours, and short-term tryouts across career sectors.
(C) Mandating that students commit to a single, permanent career specialization before they reach age fourteen.
(D) Administering comprehensive standardized written assessments focusing on advanced geometry and biology.

74. Section 35 of the RPWD Act, 2016, mandates that governments shall provide incentives to employers in the private sector to ensure that at least what percentage of their workforce consists of persons with benchmark disabilities?
(A) 2%
(B) 3%
(C) 5%
(D) 10%

75. Which of the following pairs correctly matches the paradigm/model of disability with its approach to the employment of persons with disabilities?
(A) Medical Model — Remedying individual deficits to make the worker conform to existing job demands.
(B) Charity Model — Promoting active integration into competitive roles via environmental modifications.
(C) Social Model — Restricting employees to isolated environments to eliminate social or performance anxiety.
(D) Rights Model — Placing candidates into traditional sheltered workshops that offer nominal monthly stipends.

76. In family-focused special education interventions, "over-protection" by parents of an adolescent with a developmental disability often has the unintended consequence of:
(A) Accelerating the development of functional self-care and community navigation skills.
(B) Enhancing the student's self-esteem and active participation in social peer groups.
(C) Limiting personal choice-making, which breeds learned helplessness and poor transition readiness.
(D) Curing underlying sensory processing anomalies and resolving congenital motor impairments.

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77. Amit is a 16-year-old with a mild intellectual disability. During his Individualized Transition Plan (ITP) meeting, Amit expresses a strong interest in learning cooking and working in a bakery. However, his parents insist that he must study computer programming because they believe it has higher social status. How should the transition coordinator handle this situation?
(A) Adopt the parents' preference immediately and record computer training as the singular transition objective, ignoring other possibilities.
(B) Inform Amit that his personal interests carry no actual weight in transition decisions due to his verified cognitive and intellectual profile.
(C) Suggest that the family withdraw Amit from school since he has exhibited non-compliant preferences that contradict their career goals.
(D) Host a discussion, allow Amit to try computer and culinary trials, and utilize objective performance data alongside his feedback.

78. Under the Individuals with Disabilities Education Act (IDEA) in international standards, formal transition services in the IEP must be in effect by age 16. In the Indian rehabilitation context, standard guidelines by national institutes recommend starting transition planning:
(A) Delayed until the individual reaches age twenty-one and has exited school systems completely.
(B) Initiated immediately at birth during the intensive pediatric early intervention phase.
(C) Initiated around fourteen to sixteen years of age to allow time for vocational skill training.
(D) Commenced strictly when the adolescent fails their secondary academic board examinations.

(A) I, II, III, and IV
(B) I and II only
(C) II, III, and IV only
(D) I, III, and IV only

41. The "Samarth" scheme, implemented by the National Trust in India, primarily focuses on which of the following services for persons with developmental disabilities?
(A) Early therapeutic interventions and preschool transition services for young children.
(B) Residential services, short-term respite care, and support for destitute adults with disabilities.
(C) Free distribution of high-end motorized mobility aids and complex customized wheel-chairs.
(D) Advanced international scholarships for postgraduate training in specialized pediatric domains.

42. Which of the following pairs correctly matches the developmental theory/concept with its application to family and community dynamics?
(A) Erikson's Psychosocial Stages — Evaluating physical motor responses and visual sensory integration in clinical environments.
(B) Bronfenbrenner's Ecological Theory — Analyzing how multi-layered environmental systems influence the transition of a youth with a disability.
(C) Vygotsky's Zone of Proximal Development — Computing state monetary compensation and housing allowances for families of disabled dependents.
(D) Piaget's Cognitive Stages — Establishing structural engineering guidelines and accessible architectural modifications for public utilities.

43. In vocational rehabilitation, "Job Analysis" is defined as:
(A) Detailing the physical, cognitive, and social requirements of a specific vocational role.
(B) Assessing an individual's intelligence quotient to determine basic suitability for competitive employment.
(C) Formatting professional resumes and cover letters for candidates entering the community workforce.
(D) Initiating judicial action against corporate establishments practicing discriminatory hiring protocols.

44. When training an adult with a severe intellectual disability to pack food packets, the instructor teaches the last step of the sequence first (e.g., placing the completed packet into a shipping crate), while completing all previous steps for the trainee. This instructional method is known as:
(A) Forward chaining
(B) Total task presentation
(C) Backward chaining
(D) Shaping

45. Under the National Trust Act, the "Gharaunda" scheme is specifically designed to provide:
(A) Specialized primary education and academic curricula for young students with severe learning deficits.
(B) Specialized micro-finance loan options and business grants targeted at single mothers of autistic children.
(C) Free localized medical camps, therapeutic checkups, and diagnostic screenings in remote rural communities.
(D) Group homes offering lifelong care and supported living for adult individuals with severe disabilities.

46. An effective transition assessment for an adolescent with a disability must gather data across several aspects of functioning. Consider the following domains of evaluation:
I. Vocational interests, preferences, and aptitudes.
II. Independent living and self-care skills.
III. Community participation and leisure capabilities.
IV. Academic and functional literacy levels.
V. Parental financial assets and inheritance valuations.
Which of the domains listed above should be systematically evaluated?
(A) I, II, and III only
(B) II, III, IV, and V only
(C) I, II, III, and IV only
(D) I, III, and V only

47. A job coach is working with an adult with an intellectual disability who has just started working in a hotel laundry department. The coach notices that the worker struggles to remember the temperature settings for different fabrics. Which intervention represents the most appropriate self-monitoring/assistive strategy?
(A) Standing beside the worker throughout the

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(A) Standard school grade point averages, athletic motor metrics, and physical aesthetic attributes.
(B) Biological parameters including genetic markers, metabolic efficiency, and medication compliance.
(C) Multi-dimensional domains including physical, emotional, and material well-being, and self-determination.
(D) Household financial parameters, total household income, and geographic proximity to urban utilities.

87. Research on "sibling adjustment" in families of individuals with developmental disabilities indicates that:
(A) Siblings universally manifest severe psychiatric diagnoses and emotional disorders stemming from the family situation.
(B) Siblings remain completely indifferent and functionally unaffected by household tensions and clinical care burdens.
(C) Siblings must be legally registered as guardians automatically upon reaching age eighteen without requiring consent.
(D) Siblings often develop empathy and maturity, but may also experience guilt and anxiety, requiring targeted support.

88. A family is experiencing severe burnout from providing round-the-clock care to their 24-year-old son with severe cerebral palsy and profound intellectual disability. The special educator recommends they utilize "Respite Care." Respite care is best defined as:
(A) Short-term temporary care services that provide vital relief to primary family members from daily care duties.
(B) Invasive, permanent surgical interventions designed to completely eliminate spasticity in motor neurological tracts.
(C) Regional social security pension schemes and monthly financial allowances targeted at aging senior citizens.
(D) Intensive physical therapy regimes focused primarily on correcting complex bilateral gross motor coordination.

89. The "Divyangjan Swavalamban Yojana" is a scheme in India designed to:
(A) Providing subsidized commercial airline transit packages to local tourists with physical impairments.
(B) Providing concessional loans to individuals with disabilities for self-employment and vocational studies.
(C) Constructing specialized, segregated primary schools and educational facilities within dense urban sectors.
(D) Financing experimental clinical research initiatives aiming to discover cures for neurodegenerative disorders.

90. When training adults with intellectual disabilities to use public toilets independently, which of the following is the most critical instructional priority?
(A) Instructing trainees on the history of sanitary design and architectural trends in municipal public spaces.
(B) Teaching them to recognize bathroom icons, lock doors, maintain proper hygiene, and practice stranger safety.
(C) Restricting individuals strictly to domestic facilities, preventing travel away from home environments.
(D) Requiring that immediate relatives accompany the adult into all restroom stalls during community outings.

91. To facilitate a successful job interview for an adult candidate with Autism Spectrum Disorder (ASD) who has excellent technical skills but struggles with non-verbal communication and direct eye contact, the transition specialist should suggest which of the following to the prospective employer?
(A) Utilizing a practical, performance-based work trial to evaluate technical skills rather than standard verbal exchange.
(B) Canceling the scheduled meeting immediately and rejecting the applicant based on observed social and communication deficits.
(C) Mandating that the job seeker maintain direct, continuous eye contact with all interviewers throughout the exchange.
(D) Scheduling the conversation inside a noisy, highly crowded corporate cafeteria to evaluate their sensory tolerances.

92. Inter-agency collaboration is vital for successful transition planning. In the context of India, this collaboration should ideally involve which of the following entities?
(A) Academic departments and research universities specializing in advanced educational theories.
(B) Corporate administrative departments

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social communication and safety protocols are essential for navigating daily interactions and emergencies. Focusing on these functional domains ensures the individual develops the practical skills necessary for a more independent adulthood.

17. (A) The continuous adaptation of families to stress and the cumulative pile-up of life demands over time.
The Double ABCX Model explains how families adapt to stressors over time. It considers the initial crisis, the family's resources, and their perception of the situation, while also accounting for the cumulative "pile-up" of subsequent life demands. This framework is essential for understanding the long-term resilience and coping mechanisms of families supporting members with developmental disabilities throughout various transitions.

18. (A) Both A and R are true and R is the correct explanation of A
Structured sexuality education is vital for protecting adolescents with intellectual disabilities from exploitation and abuse. Many individuals in this population lack a clear understanding of boundaries, consent, and the physical changes associated with puberty. Providing age-appropriate instruction empowers them with knowledge about their bodies and rights, fostering healthy relationships and significantly reducing the risks of sexual health issues.

19. (A) Task analysis
Task analysis involves breaking down a complex skill into smaller, manageable, and sequential steps. This instructional strategy is particularly effective for teaching vocational tasks to individuals with intellectual disabilities. By mastering each sub-step individually, the learner can eventually perform the entire sequence independently. This systematic approach reduces frustration, enhances learning efficiency, and builds confidence in performing detailed manual work.

20. (D) Ensuring a barrier-free workplace, an adjustable workstation, and integrating his eye-gaze system with the corporate computer network.
Effective workplace inclusion for individuals with significant physical disabilities requires specific environmental and technological modifications. Providing a barrier-free office and an adjustable workstation ensures physical access and comfort. Furthermore, integrating specialized assistive technology, such as eye-gaze computer systems, into the corporate network allows the employee to utilize their professional skills. These accommodations uphold legal rights while maximizing productivity in competitive settings.

21. (A) Both A and R are true and R is the correct explanation of A
Community-Based Rehabilitation is highly sustainable because it leverages local resources and trains community members to provide support. This model operates within the individual's natural environment, reducing the need for costly travel to centralized institutions. By involving the local community, CBR fosters social inclusion and ensures that vocational rehabilitation is culturally relevant and accessible to adults living in rural regions.

22. (C) I, II, and III
The Niramaya scheme offers comprehensive health insurance coverage of up to one lakh rupees for individuals with the four disabilities covered under the National Trust. It is characterized by its inclusivity, as there is no age limit for enrollment. Furthermore, the scheme provides significant financial relief by waiving or subsidizing premiums for families living below the poverty line, ensuring healthcare access.

23. (D) "What are the standardized clinical test scores and IQ of the individual?"
The McGill Action Planning System is a person-centered tool that focuses on an individual's personal history, dreams, and fears rather than clinical data. It emphasizes collaborative planning involving the individual and their support network. Standardized clinical test scores and intelligence quotients are not the focus, as the goal is to create a vision for a meaningful life based on strengths.

24. (A) Both A and R are true and R is the correct explanation of A
Micro-enterprises and self-employment models offer significant benefits for adults with severe autism. These frameworks allow for a highly controlled physical environment and flexible schedules, which help manage sensory sensitivities. By reducing unpredictable social interactions that often trigger anxiety in

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cardboard shipping boxes per hour.

99. The transition of an adolescent with a disability to adulthood is deeply influenced by cultural and societal expectations. In the Indian context, which cultural factor often significantly impacts transition goals?

(A) High family interdependence leading to lifelong co-residence and care, which may reduce independent living training.

(B) Pervasive cultural expectations demanding independent residential living and moving away from family homes at age eighteen.

(C) Total exclusion of parental input or family collaboration from all key professional transition decisions in schools.

(D) Strict legal structures that explicitly forbid family members from attending individualized planning conferences.

100. International instruments like the UNCRPD and national laws like the RPWD Act, 2016, recognize the right of persons with disabilities to family life. This means that:

(A) Discouraging individuals with impairments from marrying or raising children to prevent genetic transmission of anomalies.

(B) Granting automatic authority to state agencies to separate infants from parents who present with benchmark disabilities.

(C) Imposing absolute legal bans on marital agreements involving any individual diagnosed with cognitive or mental deficits.

(D) Protecting their rights to marry, establish families, and access age-appropriate reproductive health training.

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49. (A) Assistance from co-workers, supervisors, and peers on-site who are not paid disability professionals.
Natural supports refer to the assistance and guidance provided by people who are already present in a person's life or workplace, such as co-workers, friends, and supervisors. Unlike professional job coaches, these individuals are not paid disability specialists but offer organic help through social interaction and peer mentoring. This model fosters genuine community inclusion and is more sustainable for long-term support.

50. (C) Deinstitutionalization
Deinstitutionalization is the process of moving individuals from large, segregated residential institutions into smaller, community-based settings. This movement emphasizes the right to live in the most integrated environment possible, supported by individualized services. By shifting from institutional care to community living, the focus changes from isolation and group monitoring to personal autonomy, social inclusion, and a better overall quality of life.

51. (A) Families can identify their needs, secure resources, and make informed choices when given proper support.
The Family Empowerment Model is based on the belief that families are capable of identifying their own needs and making informed choices when provided with the right resources and support. It shifts the power balance from professionals to the family unit, fostering a collaborative partnership. This approach recognizes the family's expertise in their own lives and promotes their active role in decision-making.

52. (D) Placing partitions around his desk, providing noise-canceling headphones, and moving his station away from the flickering fan.
Immediate sensory modifications can significantly improve productivity for individuals with autism. Placing partitions around a desk reduces visual distractions, while noise-canceling headphones manage auditory triggers like office chatter. Moving the workstation away from flickering fans addresses specific neurological sensitivities. These low-cost, practical changes create a more predictable and comfortable work environment, allowing the employee to focus on their professional duties.

53. (B) Amit's educator will guarantee that Amit never experiences social conflict or emotional stress in adult life.
Transition goals must be measurable, realistic, and focused on functional outcomes like employment, education, or independent living. While educators strive to provide support, it is impossible to guarantee that an individual will never experience social conflict or emotional stress in adult life. Goals should instead focus on developing coping skills and problem-solving abilities to handle the natural challenges of adulthood.

54. (C) Career growth and learning continue through adulthood, necessitating adaptable supports rather than a single static plan.
A lifelong development perspective recognizes that learning and growth do not end when a person reaches legal adulthood. In the context of disability, this means that transition supports must be adaptable to changing needs over time. Transition is not a single event but a continuous process where individuals may require different types of assistance as they pursue new career goals or living arrangements.

55. (D) I, II, and III only
A barrier-free environment requires specific modifications to ensure accessibility for all employees. This includes installing non-slippery ramps with handrails and using tactile paving to guide individuals with visual impairments. Elevators must be equipped with braille buttons and auditory announcements for better navigation. These features ensure that the physical workspace is inclusive, safe, and easily accessible, allowing individuals with disabilities to move independently.

56. (A) Training and developing a professional cadre of caregivers to assist persons with disabilities and families.
The Sahayogi scheme aims to create a trained workforce of caregivers to support individuals with disabilities and their families. This program provides professional training to individuals who can then offer specialized assistance in domestic or community settings. By developing this cadre of caregivers, the scheme addresses the critical need for skilled support, enhancing the quality of care and providing relief to family members.

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should live in settings that maximize their independence and community integration. A community-based group home exemplifies this by providing tailored support while allowing residents to interact with their peers and access local resources. This approach avoids the isolation of large institutions while ensuring necessary safety and care.

9. (A) Both A and R are true and R is the correct explanation of A
Siblings often play a long-term role in the lives of individuals with severe developmental disabilities, frequently assuming future caregiving responsibilities. Family-centered transition planning must involve siblings to address their unique concerns, including psychological pressures and expectations. Providing support networks and counseling for siblings ensures a more stable and cohesive environment, ultimately benefiting the individual during their transition.

10. (B) I, II, and III only
A comprehensive transition plan focuses on post-secondary goals related to employment, training, and independent living. It details specific services such as vocational evaluations, community experiences, and instructional support required to reach these objectives. Additionally, the plan identifies the agencies responsible for funding or providing these services, ensuring a coordinated and accountable approach to the student's future success.

11. (A) Updating her PECS device with functional symbols for basic needs and training vocational staff to recognize and reinforce her communication.
Functional communication is a cornerstone of successful vocational transition for non-verbal individuals. Updating a communication device with symbols for physical needs ensures the individual can express discomfort and interact with supervisors. Training staff to recognize these signals reduces anxiety and prevents behavioral issues. This accommodation prioritizes the individual's voice, enabling them to participate meaningfully in training and work activities.

12. (A) Both A and R are true and R is the correct explanation of A
Inclusive employment is preferred because it fosters social integration and provides fair wages in competitive settings. In contrast, sheltered workshops often isolate individuals from the broader workforce and pay sub-minimum rates. By working alongside non-disabled peers, adults with disabilities gain professional experience, build social networks, and access career advancement opportunities that are typically unavailable in segregated, repetitive work environments.

13. (D) I, II, and III
The Rights of Persons with Disabilities Act mandates a minimum reservation of four percent for benchmark disabilities in government vacancies. This total is distributed across specific categories: one percent for visual impairments, one percent for hearing impairments, and one percent for locomotor disabilities. The final one percent is shared among individuals with autism, intellectual disabilities, mental illness, and multiple disabilities.

14. (C) Choice-making involves selecting among existing alternatives, while self-determination includes goal setting, self-advocacy, and problem-solving.
Choice-making is the specific act of selecting between available options, whereas self-determination is a broader, complex concept. Self-determination encompasses the ability to set personal goals, solve problems, and advocate for oneself. While choice-making is a foundational skill, self-determination reflects a comprehensive capacity for autonomy and agency, enabling individuals to direct their own lives and achieve long-term personal outcomes.

15. (A) Both A and R are true and R is the correct explanation of A
A family-centered approach is vital because families provide the most consistent support system throughout an individual's life. Professional services often change as a person moves from school to adult programs, but the family remains a permanent fixture. Involving the family in decision-making ensures that transition goals are realistic, culturally appropriate, and sustained by a long-term network of care.

16. (D) I, II, III, and IV only
Transition programs must address multiple domains to prepare individuals for community life. Key areas include personal care, community mobility using public transit, and financial management like basic budgeting. Additionally,

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ANSWERS

1. (A) Paid competitive employment in integrated settings with ongoing support services to help individuals with significant disabilities maintain their jobs.
Supported employment focuses on providing individuals with significant disabilities the opportunity to work in integrated settings alongside non-disabled peers. This model emphasizes paid, competitive employment rather than segregated settings. Key components include ongoing support services, such as job coaching and workplace modifications, ensuring long-term job retention and successful social integration within the community.

2. (C) Conducting a task analysis of shelf-stocking and providing Rohan with noise-canceling headphones and a workspace in a quieter aisle.
Addressing sensory overload in workplace settings requires practical, immediate accommodations tailored to the individual's needs. Using noise-canceling headphones and choosing quieter workspaces helps manage high-frequency sounds and visual triggers effectively. These interventions allow the employee to focus on vocational tasks without experiencing severe anxiety or behavioral distress, promoting productivity while respecting their sensory sensitivities.

3. (A) Both A and R are true and R is the correct explanation of A
Early transition planning is essential because adulthood introduces significant shifts in social expectations and environments. Starting the process between ages fourteen and sixteen allows for systematic preparation and gradual exposure to new routines. This structured approach helps mitigate potential regression caused by sudden changes, ensuring that the individual develops the necessary skills and resilience for a successful adult life.

4. (D) I and II only
Local Level Committees are statutory bodies chaired by the District Collector or an equivalent officer. Their primary mandate involves appointing legal guardians for persons with autism, cerebral palsy, intellectual disabilities, and multiple disabilities. While they manage guardianship to ensure lifelong care and protection, they do not have the authority to arbitrarily strip natural guardianship without specific legal grounds.

5. (B) Autism spectrum disorder, cerebral palsy, intellectual disability (mental retardation), and multiple disabilities as specified by the Act.
The National Trust Act of 1999 was specifically formulated to address the welfare and legal needs of four specific developmental conditions. These include autism spectrum disorder, cerebral palsy, intellectual disability, and multiple disabilities. The Act provides a framework for guardianship, community support, and health insurance to ensure the lifelong well-being of individuals living with these specific challenges.

6. (A) Both A and R are true and R is the correct explanation of A
Self-determination involves empowering individuals to make choices, set goals, and advocate for their own interests. In the context of transition planning, these skills are critical because they allow youth to navigate vocational and community settings effectively. Individuals who can express their preferences and solve problems independently achieve better long-term employment outcomes and a higher quality of life.

7. (D) NIMH-VAPS (Vocational Assessment Programming System)
The Vocational Assessment Programming System is a specialized tool developed in India to evaluate the vocational potential of adults with intellectual disabilities. It tracks progress across various domains, such as work behaviors, functional skills, and social skills required in employment settings. This standardized system helps professionals design individualized training programs that align with the specific strengths and needs.

8. (A) Residing in a community-based group home with tailored support services that maximize personal independence and social integration.
The principle of the least restrictive environment emphasizes that individuals with disabilities

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traditional workplaces, these customized models provide a stable and supportive platform for individuals to contribute their skills and achieve vocational success.

25. (B) I, II, and IV only
Customized employment is an individualized vocational strategy that tailors job duties to match a candidate's specific strengths and an employer's unmet needs. This approach often uses "job carving" to create new roles from existing tasks across different positions. Unlike traditional hiring, which requires candidates to fit rigid job descriptions, this model negotiates modifications that ensure a successful and productive match.

26. (B) FACP — Functional assessment and curriculum programming for individuals with intellectual disabilities.
The Functional Assessment Checklist for Programming is a widely used tool in special education specifically designed for individuals with intellectual disabilities. It provides a structured framework for assessing functional skills across various life domains and aids in curriculum planning. This tool ensures that educational and vocational programs are practical and relevant to the individual's daily living and future independence.

27. (A) Both A and R are true and R is the correct explanation of A
Utilizing natural supports involves training co-workers and supervisors to provide guidance and feedback to employees with disabilities. This approach is often more effective than relying on external job coaches because these supports are permanently available on-site. Natural supports promote authentic inclusion, reduce the stigma of having a specialized supervisor, and foster genuine social connections, leading to better job retention.

28. (C) Not less than 5%
The Rights of Persons with Disabilities Act of 2016 establishes specific mandates to ensure educational inclusion. It requires all government-funded and government-run institutions of higher education to reserve at least five percent of seats for persons with benchmark disabilities. This legal provision is designed to increase access to advanced training and academic opportunities, facilitating a more equitable transition to professional careers.

29. (D) Stimulus fading and systematic prompting
Systematic prompting and stimulus fading are instructional principles used to promote independence. By gradually reducing the intensity of verbal cues and physical presence, the instructor allows the learner to take more responsibility for the task. This process ensures that the individual becomes reliant on natural environmental cues, such as the bus arriving, rather than depending permanently on the assistance of a teacher.

30. (A) Both A and R are true and R is the correct explanation of A
Legal guardianship under the National Trust Act provides a protective framework for adults with severe developmental disabilities who may lack the capacity to make certain decisions. This mechanism ensures that a designated person can represent the individual's interests in medical, financial, and personal matters. It is essential for safeguarding the rights and well-being of individuals who require ongoing advocacy after reaching adulthood.

31. (B) I, II, III, and IV only
Proactive behavior management involves identifying the causes of challenging actions through functional assessments. Strategies include creating predictable visual schedules and modifying the sensory environment to prevent distress. Teaching replacement behaviors allows the individual to communicate their needs effectively without resorting to maladaptive actions. These positive interventions prioritize the individual's dignity and focus on long-term skill development rather than utilizing punitive measures.

32. (D) The right of individuals to make personal choices, take everyday risks, and experience the natural consequences of their actions.
The dignity of risk refers to the right of individuals with disabilities to make their own choices and experience the consequences of those decisions. This concept challenges overprotective attitudes that limit personal growth. By allowing individuals to take everyday risks, rehabilitation professionals respect their autonomy and foster self-determination, which are essential for

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developing the resilience and skills needed for independent living.

33. (A) SDM enables individuals to retain legal rights and make personal choices with assistance from a designated support network.
Supported decision-making allows individuals to retain their legal rights while receiving assistance from a trusted network to understand and communicate choices. In contrast, plenary guardianship transfers the individual's rights to another person, effectively stripping them of legal autonomy. SDM promotes independence by ensuring that the person remains the primary decision-maker in their own life, utilizing support only as necessary.

34. (C) Rehabilitation Council of India (RCI)
The Rehabilitation Council of India is the statutory body responsible for the regulation and standardization of training programs for disability professionals. It ensures that special educators and vocational rehabilitation specialists meet specific quality benchmarks. By monitoring institutions and maintaining a central register, the council guarantees that services provided to individuals with disabilities are delivered by qualified and competent personnel across the country.

35. (A) Provide a structured visual guide detailing expected behaviors and communication norms during the interview.
Social stories are brief, visual guides that describe social situations and expected behaviors in a structured format. When used for job interview preparation, they help individuals with autism understand communication norms and social cues. This strategy reduces anxiety by making the unpredictable nature of an interview more predictable, allowing the candidate to practice appropriate responses and navigate the social demands.

36. (D) Placement in an isolated, permanent institutional asylum.
The transition process aims to facilitate community integration and independence through planning, vocational training, and supported employment. Placing individuals in isolated institutional asylums is contrary to modern rehabilitation goals and the principle of inclusion. Effective transition systems focus on providing the necessary supports for adults to live and work in the most integrated settings possible, rather than promoting segregation and isolation.

37. (B) Providing mutual emotional support, sharing resource information, and advocating for community services.
Parent support groups offer a platform for families to share experiences, provide emotional support, and exchange information about available resources. These networks empower parents to advocate for better community services and navigate the complexities of transition planning together. By fostering a sense of community, these groups help reduce the isolation often felt by families supporting adults with significant developmental disabilities.

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38. (C) Integrating screen magnification systems, high-contrast printing, and training him on digital assistive reading applications.
Accommodations for low vision in an administrative setting involve utilizing assistive technology and modifying document formats. Screen magnification software and high-contrast printing allow the individual to access digital and printed information independently. Training on mobile reading applications further enhances their efficiency. These practical adjustments enable the worker to perform professional tasks effectively without needing constant assistance, promoting autonomy and workplace success.

39. (A) Providing subsidized loans at concessional rates to facilitate and support self-employment.
Section 19 of the Rights of Persons with Disabilities Act mandates the government to create schemes that support self-employment for individuals with disabilities. This includes providing subsidized loans at concessional interest rates to facilitate entrepreneurial ventures. By offering financial support and vocational training, the Act aims to enhance economic independence and empower individuals to choose their own career paths in the community.

40. (A) I, II, III, and IV
Understanding family dynamics requires examining four interrelated components: characteristics like cultural background, internal interaction patterns, functions performed to meet needs, and the family life cycle. Each of these elements influences how a family responds to the challenges and transitions associated with

disability. A holistic view helps professionals design support systems that are responsive to the specific strengths and needs of each.

41. (B) Residential services, short-term respite care, and support for destitute adults with disabilities.
The Samarth scheme focuses on providing residential services and respite care for adults with developmental disabilities. It is particularly designed to support individuals who are destitute or whose families require temporary relief from caregiving duties. By offering safe housing and professional care, the scheme ensures the well-being of adults while providing a vital support network for families facing significant challenges.

42. (B) Bronfenbrenner's Ecological Theory — Analyzing how multi-layered environmental systems influence the transition of a youth with a disability.
Bronfenbrenner's Ecological Theory analyzes how various environmental systems, from immediate family to broad societal laws, interact to influence an individual's development. In the context of transition, this framework helps professionals understand the complex layers of support and barriers that affect a youth's progress. This perspective is essential for creating comprehensive transition plans that address the individual's needs across multiple settings.

43. (A) Detailing the physical, cognitive, and social requirements of a specific vocational role.
Job analysis is the systematic process of identifying the specific physical, cognitive, and social requirements of a vocational role. It involves observing tasks, understanding necessary skills, and evaluating the environment where work is performed. This information is critical for vocational rehabilitation, as it allows professionals to match an individual's abilities to the demands of a job and identify necessary accommodations.

44. (C) Backward chaining
Backward chaining is an instructional method where the teacher completes all but the final step of a task, allowing the learner to perform the last action. Once the final step is mastered, the learner is taught the second-to-last step. This approach provides immediate reinforcement as the learner completes the task every time, making it highly effective for teaching complex sequences.

45. (D) Group homes offering lifelong care and supported living for adult individuals with severe disabilities.
The Gharaunda scheme is designed to establish group homes that provide lifelong care and supported living for adults with severe disabilities. It addresses the long-term concerns of parents regarding their child's welfare after they are no longer able to provide care. These facilities offer a stable, community-based environment where residents receive professional support while maintaining a high quality of life.

46. (C) I, II, III, and IV only
Comprehensive transition assessments must evaluate multiple functional domains to ensure successful adulthood. This includes measuring vocational interests and aptitudes, independent living skills, and community participation. Additionally, evaluating academic and functional literacy levels helps determine the level of support needed for training and employment. Systematically gathering this data allows for the creation of individualized goals that reflect the student's actual capabilities and preferences.

47. (B) Installing a simplified, color-coded visual chart matching fabric types to specific machine settings directly on the equipment.
Visual supports, such as color-coded charts, are effective self-monitoring strategies for individuals with memory challenges. In a laundry setting, matching fabric types to specific machine settings on a visible guide reduces the need for constant verbal instruction. This modification promotes independence and accuracy in task performance. By utilizing environmental cues, the worker can manage their responsibilities effectively, leading to increased job confidence.

48. (D) Work on an equal basis with others, including the right to earn a living through freely chosen employment in open and accessible work environments.
Article 27 of the United Nations Convention on the Rights of Persons with Disabilities affirms the right of individuals to work on an equal basis with others. This includes the opportunity to earn a living through freely chosen employment in an open, inclusive, and accessible labor market. The mandate emphasizes the elimination of discrimination and the promotion of workplace accommodations.

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operating independently from special education professionals.
(C) Special schools, vocational centers, local employers, the National Trust, and regional rehabilitation offices.
(D) International manufacturing entities and commercial laboratories focused on pharmaceutical development.

93. Which of the following is a common, incorrect stereotype regarding the sexuality of adults with intellectual and developmental disabilities that special educators must actively work to dismantle?
(A) Adults with intellectual deficits possess diverse social and emotional relationship needs similar to their neurotypical peers.
(B) Providing sexual health education significantly decreases their vulnerability to physical exploitation and domestic abuse.
(C) Social and relationship skills can be taught to trainees by using visual templates and scripted role-play activities.
(D) Disabled adults are either completely asexual children with no feelings, or hypersexual individuals lacking control.

94. Article 19 of the UNCRPD emphasizes "Living independently and being included in the community." To implement this for adults with disabilities, governments must ensure that:
(A) Individuals with benchmark impairments are legally mandated to reside with biological relatives throughout their entire adult lives.
(B) Government agencies construct highly segregated residential mental health facilities and institutions inside every municipality.
(C) Individuals have access to in-home, residential, and community supports, including the assistance needed to prevent isolation.
(D) Individuals are expected to reside completely alone in community settings with zero external support or functional monitoring.

95. A self-advocacy curriculum for adults with intellectual disabilities should focus on teaching which of the following core skills?
(A) Memorizing the constitutional legal codes and civil rights laws of diverse foreign governments.
(B) Understanding personal rights, expressing choices, and knowing how to access community supports.
(C) Mastering advanced rhetorical debate structures and public presentation skills for academic symposiums.
(D) Complying immediately and without question with all directives issued by organizational managers.

96. When training an adult with an intellectual disability to use a metro card for public transit, which of the following is the most functional instructional sequence?
(A) Instructing the student on the mechanical operations and engineering principles of high-speed urban transit engines.
(B) Mandating that the individual never travel on public transport unless accompanied by a certified rehabilitation coach.
(C) Requiring the student to make complex calculations and memorize every transit stop and rail line name across the entire nationwide transit network.
(D) Teaching them step-by-step to check card balance, tap at the gate, board the train, and exit at their destination.

97. The Artificial Limbs Manufacturing Corporation of India (ALIMCO) supports the community integration of adults with physical and sensory disabilities by:
(A) Manufacturing and distributing quality assistive aids and mobility devices under the ADIP scheme.
(B) Performing specialized clinical orthopedic surgeries and surgical limb lengthening operations.
(C) Administering psychiatric test batteries to determine psychological fitness for corporate jobs.
(D) Determining and regulating salary standards for professional special educators in public schools.

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98. In transition planning, "hard skills" (technical vocational tasks) and "soft skills" (social-communicative work behaviors) are both critical. Which of the following is a key soft skill necessary for job retention?
(A) Operating a highly complex, high-speed plastic laminating machine.
(B) Typing at least forty words per minute on a standard computer keyboard.
(C) Responding appropriately to constructive feedback from a supervisor.
(D) Assembling at least one hundred customized

57. (B) Gharaunda — Free international higher education scholarship programs for educators.
The Gharaunda scheme is designed to provide group homes for adults with severe disabilities, focusing on lifelong care rather than international scholarships. While schemes like Disha and Vikaas focus on early intervention and day care respectively, and Niramaya provides health insurance, Gharaunda addresses the long-term housing needs of individuals. Correctly understanding these schemes is essential for families seeking appropriate support.

58. (B) Assessing actual demands of targeted residential and vocational settings, and comparing them to individual skill levels.
The ecological inventory approach involves analyzing the specific demands of the environments where an individual will live and work. By assessing the actual skills required in these natural settings, professionals can compare them to the individual's current abilities. This process helps identify specific training needs and necessary accommodations, ensuring that vocational and residential placements are realistic and well-supported.

59. (A) Using visual circle charts to define appropriate physical interactions (e.g., hugging family vs. waving to strangers).
Teaching boundaries to individuals with intellectual disabilities requires explicit, visual instruction. Using circle charts helps define different levels of physical intimacy appropriate for family, friends, and strangers. This approach provides a clear, concrete framework for social interactions, helping the individual understand social norms and reducing the risk of inappropriate behavior or exploitation. Positive, proactive teaching is more effective than public reprimands.

60. (C) The individual is the core participant, with their personal choices and goals directing the planning process.
Person-centered planning is distinguished by its focus on the individual's personal choices, dreams, and goals as the driving force of the process. Unlike traditional models that are often directed by clinical data or available slots in facilities, PCP empowers the individual and their support network to create a vision for the future. This collaborative approach ensures that transition plans are truly relevant.

61. (A) Young children aged zero to ten who require early intervention and basic school readiness support.
The Disha scheme is an early intervention program specifically designed for young children between the ages of zero and ten. It focuses on providing therapeutic support and basic school readiness programming to prepare children with developmental disabilities for integration into educational settings. Early intervention during these formative years is critical for maximizing developmental outcomes and facilitating a smoother transition to later schooling.

62. (C) Providing a visual list of daily tasks on a tablet or clipboard, allowing them to track and check off completed jobs.
Visual schedules, such as task lists on a tablet or clipboard, provide a concrete way for individuals with autism to manage their workday independently. These tools allow the worker to track progress and understand upcoming assignments without relying on constant verbal prompts from supervisors. By making routines predictable, visual schedules reduce anxiety and help individuals maintain focus, particularly in high-stress environments.

63. (B) It allows adults to state in writing how they wish to be treated, and who should represent them, if they experience a psychiatric crisis.
The Mental Healthcare Act introduced "Advance Directives," which allow individuals to document their treatment preferences in writing. This legal provision empowers adults to specify how they wish to be treated and who should represent them if they experience a mental health crisis. This mechanism respects personal autonomy and ensures that the individual's voice is heard even when they may temporarily lack capacity.

64. (D) Practicing mock shopping with real cash, counting change, and navigating simplified banking apps with visual prompts.
Functional financial literacy training for adults with intellectual disabilities focuses on practical, everyday skills. Activities such as mock shopping with real cash, counting change, and using simplified banking apps with visual prompts are highly effective. These hands-on experiences allow individuals to practice managing money in a safe environment, building the competence and confidence necessary for greater independence in community settings.

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8. What is the primary limitation of utilizing Behavioral Observation Audiometry (BOA) as a diagnostic tool for identifying mild bilateral hearing loss in infants under 6 months of age?
(A) High rate of observer bias and rapid infant habituation
(B) Significant physical discomfort caused by high-intensity sounds
(C) Requirement of active verbal speech responses from the infant
(D) Complete inability to present acoustic signals in a sound field

9. An audiologist evaluates a 2-and-a-half-year-old child who exhibits developmental delays, poor speech clarity, and a history of recurrent otitis media with effusion. The child is cooperative but has a short attention span. Which of the following behavioral audiological assessment techniques is most developmentally appropriate to obtain ear-specific thresholds for this child?
(A) Visual Reinforcement Audiometry (VRA) using sound-field speakers
(B) Conditioned Play Audiometry (CPA) using insert earphones
(C) Standard Pure Tone Audiometry using hand-raising
(D) Auditory Steady-State Response (ASSR) under general anesthesia

10. Which of the following high-risk indicators listed on the High-Risk Register (HRR) is most strongly associated with the post-natal acquisition of bilateral sensorineural hearing loss in toddlers?
(A) Physiological neonatal jaundice resolving within 48 hours
(B) Bacterial meningitis
(C) Low birth weight of 2400 grams
(D) Persistent otitis externa

11. What anatomical structure's pathology is specifically isolated and evaluated when a clinician observes an absent acoustic reflex in the presence of normal tympanometry and normal pure-tone thresholds?
(A) Auditory or facial nerve brainstem pathways
(B) Outer hair cells within the organ of Corti
(C) Physical compliance of external auditory canal
(D) Incus-stapes articular ligament structure

12. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).

Assertion (A): In Pure Tone Audiometry, bone conduction testing bypasses the outer and middle ear pathways to directly stimulate the cochlea.
Reason (R): The bone vibrator is placed on the mastoid process or forehead, causing the cranial bones to vibrate and directly stimulate the fluids of the inner ear.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. On a standard clinical audiogram, which symbol is universally utilized to denote unmasked bone conduction thresholds for the left ear?
(A) [
(B)]
(C) $<$
(D) $>$

14. An audiologist obtains an audiogram showing air conduction thresholds of 55 dB HL and bone conduction thresholds of 15 dB HL across all speech frequencies in the right ear. How should this hearing loss be classified?
(A) Mild sensorineural hearing loss
(B) Moderate-severe mixed hearing loss
(C) Moderate conductive hearing loss
(D) Moderate sensorineural hearing loss

15. Consider the following clinical findings in a comprehensive audiological report:
I. Air conduction thresholds at 65 dB HL in the left ear.
II. Bone conduction thresholds at 60 dB HL in the left ear.
III. Type A tympanogram.
IV. Absent ipsilateral acoustic reflexes.
Which of the following configurations of hearing loss do these findings collectively point to?
(A) Moderate conductive hearing loss
(B) Moderate sensorineural hearing loss
(C) Mild mixed hearing loss
(D) Severe retrocochlear functional loss

16. In tympanometry, a Type B tympanogram characterized by high physical volume (ECV) is indicative of which clinical condition?
(A) Otitis media with effusion
(B) Ossicular chain discontinuity
(C) Eustachian tube dysfunction
(D) Tympanic membrane perforation

and complex task through small, achievable steps, building confidence and performance.

73. (B) Organizing community job-shadowing, business tours, and short-term tryouts across career sectors.
Effective career exploration involves providing students with hands-on, community-based experiences. Job-shadowing, business tours, and short-term work tryouts allow individuals to explore different industries and discover their own interests and strengths. These active experiences are far more valuable than textbook reading or standardized testing, as they provide real-world context and help students make informed decisions about their future vocational paths.

74. (C) 5%
Section 35 of the Rights of Persons with Disabilities Act encourages the private sector to promote inclusion through government-provided incentives. The Act mandates that governments formulate policies to ensure that at least five percent of the workforce in private establishments consists of persons with benchmark disabilities. This provision aims to expand employment opportunities beyond government roles and foster a more inclusive corporate culture.

75. (A) Medical Model — Remedying individual deficits to make the worker conform to existing job demands.
The medical model of disability focuses on the individual's deficits and aims to "fix" or "cure" the condition to help the person conform to existing societal demands. In employment, this approach often involves intensive training to remediate specific impairments so the worker can fit into standard job roles. This contrasts with the social model, which emphasizes removing environmental barriers.

76. (C) Limiting personal choice-making, which breeds learned helplessness and poor transition readiness.
Over-protection by parents can severely limit an adolescent's opportunities to practice choice-making and problem-solving. This lack of agency often leads to learned helplessness, where the individual believes they have no control over their own life. In the context of transition, this reduces readiness for adulthood and hinders the development of functional skills necessary for independent living and community integration.

77. (D) Host a discussion, allow Amit to try computer and culinary trials, and utilize objective performance data alongside his feedback.
When transition goals conflict, the coordinator should facilitate a process that respects the individual's interests while addressing family concerns. Hosting discussions and allowing the student to try multiple work trials provides objective data on performance and satisfaction. This balanced approach ensures that transition plans are person-centered and data-driven, helping both the student and the family make informed decisions about future careers.

78. (C) Initiated around fourteen to sixteen years of age to allow time for vocational skill training.
Transition planning should ideally begin between the ages of fourteen and sixteen to ensure there is sufficient time for vocational training and skill development. This proactive approach allows for a gradual shift from academic to functional goals, preparing the individual for the realities of adult life. Starting early ensures that necessary supports and community links are established before the student exits the school system.

79. (B) Providing vocational training, daily living skill programs, and building assistive devices.
The National Institute for Empowering Persons with Multiple Disabilities provides specialized services including vocational training and daily living skill programs. They focus on the unique needs of individuals with more than one significant impairment, offering professional support to enhance independence. By developing assistive devices and providing therapeutic interventions, the institute facilitates a more successful transition to adulthood for this diverse population.

80. (D) Observing and recording work behaviors, output, and social interactions within actual employment settings.
A situational assessment involves observing an individual's performance and behavior in actual or simulated work environments. This approach provides realistic data on work habits, social interactions, and productivity levels that standardized tests cannot capture. By evaluating the candidate in a real-world context, professionals can better identify the individual's

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65. (A) Parents face lifelong physical, emotional, and financial demands, along with anxiety over future care after they pass away.
Chronic sorrow in parents often stems from the lifelong nature of the caregiving role and the persistent anxiety regarding their child's future. The ongoing physical, emotional, and financial demands can lead to significant stress, especially as parents age and worry about who will provide care after they pass away. Recognizing this reality is essential for professionals to provide appropriate long-term support.

66. (C) Local authorities must guarantee accessible public infrastructure, record demographic disability data, and facilitate welfare benefits.
Local authorities, including Panchayats and Municipalities, have a statutory responsibility to ensure that public infrastructure is accessible to persons with disabilities. They are mandated to maintain demographic data regarding residents with benchmark impairments and facilitate access to various welfare benefits. These bodies play a crucial role in creating inclusive communities by implementing accessibility standards and supporting the local rehabilitation process.

67. (A) Providing a five-minute visual countdown timer and showing him a schedule of the upcoming lunch activity.
Transitions can be difficult for individuals with autism who rely on predictable routines. Providing a visual countdown timer and a schedule of the next activity helps the individual anticipate the change, reducing distress and resistance. This proactive approach supports the individual in navigating the workday more smoothly and prevents the need for physical prompts or punitive measures, promoting a more positive experience.

68. (D) Overprotective paternalism from family members and educators who make all personal decisions for them.
Overprotective paternalism is a significant systemic barrier that hinders the development of self-advocacy skills. When family members and educators make all decisions for an individual, they inadvertently prevent the person from learning how to express choices and navigate challenges. This leads to learned helplessness and poor transition outcomes. Empowering individuals to take an active role in their own lives is crucial.

69. (B) Having them watch clips of a peer demonstrating correct greetings and eye contact, followed by active behavioral role-play.
Video modeling is an effective tool for teaching social skills by allowing individuals to watch and then imitate desired behaviors. In a customer service context, watching clips of peers demonstrating correct greetings and eye contact provides a clear, repeatable example. Following this with role-play allows the individual to practice the skills in a controlled setting, building the social competence required for employment.

70. (C) Providing low-interest concessional loans to individuals for self-employment ventures and pursuing higher studies.
The National Handicapped Finance and Development Corporation provides essential financial support through low-interest concessional loans. These funds are specifically available to individuals with disabilities to start self-employment ventures or pursue higher education. By providing access to capital, the corporation promotes economic empowerment and independence, helping individuals overcome financial barriers to achieving their vocational and academic goals in the community.

71. (D) Building structured networks of peer volunteers around an individual to foster social inclusion and natural friendships.
The Circle of Friends is a social inclusion strategy that builds a structured network of peer volunteers around an individual with a disability. This group meets regularly to support the individual in developing social connections and participating in community activities. By fostering natural friendships and reducing social isolation, the intervention helps create a more inclusive and supportive environment both in schools and community settings.

72. (A) Systematically reinforcing successive approximations of a target behavior to establish a new skill.
Shaping is a behavioral instruction technique that involves reinforcing successive approximations of a target behavior. For individuals with intellectual disabilities, this means providing rewards for actions that get closer and closer to the desired vocational skill. By gradually increasing the requirements for reinforcement, the instructor helps the learner master a new

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in a safe environment, respite services support the long-term stability and health of the entire family system.

89. (B) Providing concessional loans to individuals with disabilities for self-employment and vocational studies.
The Divyangjan Swavalamban Yojana is a scheme designed to promote economic independence among individuals with disabilities. It provides concessional loans for starting self-employment ventures or pursuing vocational and professional studies. By addressing financial barriers, the scheme empowers individuals to achieve their career goals and become self-reliant members of the community, contributing to a more inclusive and equitable society.

90. (B) Teaching them to recognize bathroom icons, lock doors, maintain proper hygiene, and practice stranger safety.
Teaching independence in public restrooms is a critical community living skill. Instructional priorities include recognizing gender-appropriate icons, locking doors for privacy, maintaining hygiene, and practicing stranger safety. Mastering these steps allows individuals to navigate community environments more confidently and independently. Explicit training in these functional tasks ensures that adults with intellectual disabilities can participate in community outings with greater autonomy.

91. (A) Utilizing a practical, performance-based work trial to evaluate technical skills rather than standard verbal exchange.
For candidates with autism who struggle with traditional social interactions, a performance-based work trial is an effective accommodation. This allows the employer to evaluate the individual's actual technical skills in a practical setting rather than relying solely on verbal communication or eye contact. This approach focuses on ability and productivity, reducing the impact of social deficits on the hiring process and fostering workplace inclusion.

92. (C) Special schools, vocational centers, local employers, the National Trust, and regional rehabilitation offices.
Successful transition requires a coordinated effort between various organizations, including special schools, vocational training centers, and local employers. In the Indian context, collaboration with the National Trust and regional rehabilitation offices is also essential. This inter-agency approach ensures that the individual has access to a comprehensive network of services, from goal setting and training to job placement and ongoing support in the community.

93. (D) Disabled adults are either completely asexual children with no feelings, or hypersexual individuals lacking control.
A common and harmful stereotype is the belief that adults with intellectual disabilities are either completely asexual "eternal children" or hypersexual individuals who cannot control their impulses. Special educators must challenge these views by recognizing that this population has diverse emotional and relationship needs. Providing healthy sexuality education and relationship training is vital for their social development and personal safety as they reach adulthood.

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94. (C) Individuals have access to in-home, residential, and community supports, including the assistance needed to prevent isolation.
Article 19 of the UNCRPD emphasizes the right of individuals with disabilities to live independently and be included in the community. Governments must ensure access to a range of in-home and community support services that prevent isolation and segregation. This mandate ensures that individuals have the same choices as others regarding where they live and with whom they reside, with the necessary assistance for daily living.

95. (B) Understanding personal rights, expressing choices, and knowing how to access community supports.
A self-advocacy curriculum focuses on teaching individuals to understand their rights, express their personal preferences, and access necessary community supports. These core skills empower adults with intellectual disabilities to take control of their own lives and speak up for their needs in vocational and social settings. Developing these abilities is essential for fostering independence and ensuring that the individual's voice is heard during transition.

96. (D) Teaching them step-by-step to check card balance, tap at the gate, board the train, and exit at their destination.
Teaching the use of a metro card requires a functional, step-by-step sequence that breaks down the task into manageable actions. This includes checking the card balance, tapping correctly at the gate, boarding the right train, and exiting at the intended destination. Focusing on these practical steps ensures the individual gains the necessary skills for independent community mobility using public transit systems.

97. (A) Manufacturing and distributing quality assistive aids and mobility devices under the ADIP scheme.
The Artificial Limbs Manufacturing Corporation of India plays a vital role by manufacturing and distributing high-quality assistive aids and mobility devices. Through schemes like ADIP, they provide necessary technology that enables individuals with physical and sensory disabilities to move and interact more independently. These tools are essential for facilitating access to education, employment, and community life, promoting overall inclusion and independence.

98. (C) Responding appropriately to constructive feedback from a supervisor.
While "hard skills" are necessary for performing specific tasks, "soft skills" are critical for long-term job retention. One essential soft skill is the ability to respond appropriately to constructive feedback from a supervisor. This communicative behavior demonstrates professionalism and a willingness to learn, which are highly valued in any workplace. Developing these social-vocational skills helps individuals with disabilities maintain stable and successful employment.

99. (A) High family interdependence leading to lifelong co-residence and care, which may reduce independent living training.
In the Indian context, strong family interdependence often leads to lifelong co-residence and care for adults with disabilities. While this provides a robust support system, it may sometimes reduce the emphasis on independent living training compared to Western models. Transition coordinators must work collaboratively with families to balance these cultural values with the development of the individual's functional independence and personal choices.

100. (D) Protecting their rights to marry, establish families, and access age-appropriate reproductive health training.
International and national laws protect the right of persons with disabilities to experience family life on an equal basis with others. This includes the right to marry, establish a family, and have access to reproductive health education. Legal frameworks aim to dismantle discriminatory practices that prevent individuals with cognitive or physical impairments from exercising their autonomy in personal and marital relationships.

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CHAPTER 31
Assessment and Identification of Needs

1. Which of the following biological periods is considered the "critical period" for language acquisition, making early identification of hearing loss absolutely vital for minimizing permanent communicative delays?
(A) Birth to 3 years
(B) 4 to 6 years
(C) 7 to 10 years
(D) 11 to 14 years

2. In newborn hearing screening protocols, which physiological response is directly measured to assess the functional integrity of the outer hair cells within the cochlea?
(A) Auditory Brainstem Response (ABR)
(B) Acoustic Reflex Threshold (ART)
(C) Otoacoustic Emissions (OAE)
(D) Visual Reinforcement Audiometry (VRA)

3. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Newborn infants who pass an initial Otoacoustic Emissions (OAE) screening but have high-risk factors (such as hyperbilirubinemia requiring exchange transfusion) must undergo Auditory Brainstem Response (ABR) screening.
Reason (R): OAE cannot detect retrocochlear pathologies like Auditory Neuropathy Spectrum Disorder (ANSD), which can be identified via ABR.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. A child with congenital cytomegalovirus (CMV) infection should undergo regular audiological monitoring even if the newborn hearing screen was passed, primarily because CMV-induced hearing loss is characterized by which of the following progression patterns?
(A) Acute bilateral conductive hearing loss with immediate onset
(B) Temporary low-frequency sensory loss resolving by two years of age
(C) Stable bilateral mixed hearing loss across all speech frequencies
(D) Fluctuating or progressive sensorineural hearing loss over time

5. What is the recommended timeline benchmark (often referred to as the 1-3-6 rule) for screening, diagnostic evaluation, and early intervention enrollment for infants?
(A) Screen by 1 week, diagnose by 3 weeks, enroll in intervention by 6 weeks
(B) Screen by 1 month, diagnose by 3 months, enroll in intervention by 6 months
(C) Screen by 3 months, diagnose by 6 months, enroll in intervention by 12 months
(D) Screen by 1 month, diagnose by 6 months, enroll in intervention by 12 months

6. Consider the following assessment techniques used in early childhood audiological evaluations:
I. Visual Reinforcement Audiometry (VRA)
II. Conditioned Play Audiometry (CPA)
III. Behavioral Observation Audiometry (BOA)
Which of the following represents the correct chronological sequence of these techniques based on the developmental age of the child, from youngest to oldest?
(A) I, III, II
(B) II, I, III
(C) III, I, II
(D) III, II, I

7. Which behavior exhibited by an 8-month-old infant in a natural environment is considered a critical auditory milestone indicating normal auditory pathway development?
(A) Responding only to tactile vibrations rather than structural acoustic stimuli
(B) Consistently imitating multi-syllable speech sounds
(C) Pointing to named pictures in a storybook
(D) Localizing a sound source directly to the side and indirectly below

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strengths, support needs, and overall vocational potential for specific types of employment.

81. (A) Self-monitoring/Self-management
Self-monitoring is a self-management strategy where individuals track their own behavior to increase awareness and productivity. In this example, using a vibrating alarm and a checkmark system allows the worker to evaluate whether they are staying on task. This intervention shifts the responsibility for behavior change from the job coach to the individual, promoting independence and enhancing job performance in vocational settings.

82. (C) The disabled child affects all family members, and family stress levels in turn shape the child's development.
The concept of a reciprocal relationship in family systems research means that the individual with a disability and their family members constantly influence one another. The challenges faced by the individual can affect family stress levels, while the family's coping mechanisms and environment in turn shape the individual's development. Understanding this dynamic is crucial for providing holistic support to the entire family unit.

83. (A) Persons with Trust disabilities, providing daytime training to improve social and occupational skills.
The Vikaas scheme is a day care program initiated by the National Trust to support individuals with developmental disabilities. It provides daytime training focused on improving interpersonal skills and occupational abilities. By offering a structured environment for social interaction and vocational development, the scheme helps adults become more independent and community-integrated while providing necessary support during the day for their families.

84. (D) Adults have the right to own property, manage financial matters, and secure bank loans, utilizing support if needed.
Section 13 of the Rights of Persons with Disabilities Act affirms that individuals have the right to legal capacity on an equal basis with others. This includes the right to own property, manage their own financial affairs, and access bank loans. While individuals may utilize supported decision-making if needed, the law ensures they are not arbitrarily denied the ability to manage their lives.

85. (B) Job carving
Job carving is the process of modifying a job description by selecting specific tasks that an individual with a disability is capable of performing. These tasks are then combined to create a new, customized role, while other responsibilities are reassigned to different employees. This strategy ensures a productive match between the individual's skills and the employer's needs, promoting successful workplace inclusion and long-term employment.

86. (C) Multi-dimensional domains including physical, emotional, and material well-being, and self-determination.
Quality of life for adults with developmental disabilities is a multi-dimensional concept that includes physical, emotional, and material well-being. According to the framework developed by Schalock and colleagues, it also encompasses interpersonal relationships, social inclusion, and self-determination. Measuring these diverse domains allows professionals to evaluate the effectiveness of transition programs and ensure that individuals are living meaningful and fulfilling lives in the community.

87. (D) Siblings often develop empathy and maturity, but may also experience guilt and anxiety, requiring targeted support.
Research on sibling adjustment shows that siblings of individuals with disabilities often develop high levels of empathy and maturity. However, they may also experience complex emotions such as guilt, anxiety, and the pressure of future caregiving responsibilities. Providing targeted support and peer networks for siblings is essential to help them navigate these challenges and ensure a positive family environment for everyone.

88. (A) Short-term temporary care services that provide vital relief to primary family members from daily care duties.
Respite care provides temporary, short-term relief for primary family caregivers who support individuals with significant disabilities. This service allows parents and family members to take a break from their daily caregiving responsibilities, helping to prevent burnout and reduce stress. By offering professional care

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17. What is the fundamental clinical purpose of introducing clinical masking in the non-test ear during pure-tone audiometry?
(A) To prevent cross-hearing, where the stimulus is heard by the non-test cochlea
(B) To improve client concentration levels during extended high-frequency testing
(C) To measure the physiological fatigue threshold of the ipsilateral acoustic reflex
(D) To eliminate ambient background noise when testing outside a sound-treated booth

18. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Speech Recognition Threshold (SRT) is expected to be within +/- 6 to 10 dB of the Pure Tone Average (PTA) at 500, 1000, and 2000 Hz.
Reason (R): SRT serves as an internal reliability check for the validity of the pure-tone audiogram.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. Which electrophysiological audiological test provides a reliable estimation of frequency-specific hearing thresholds in difficult-to-test populations without requiring active behavioral cooperation or conscious participation?
(A) Auditory Brainstem Response (ABR)
(B) Standard clinical impedance audiometry
(C) Conditioned play pure tone audiometry
(D) Speech discrimination score assessment

20. In Tympanometry, a Type C tympanogram is characterized by a compliance peak shifted significantly into negative pressure (beyond -150 daPa). This finding is most commonly associated with:
(A) Otosclerosis
(B) Discontinuity of the ossicular chain
(C) Fluid filling the middle ear cavity
(D) Eustachian tube dysfunction

21. A 5-year-old child with a bilateral severe sensorineural hearing loss is being evaluated for speech-language services. The speech-language pathologist wants to determine the child's lexical-semantic comprehension without requiring a verbal or signed output, as the child's expressive language is highly limited. Which of the following standardized assessment tools is most appropriate for this purpose?
(A) Receptive-Expressive Emergent Language Scale (REELS)
(B) Peabody Picture Vocabulary Test (PPVT)
(C) Clinical Evaluation of Language Fundamentals (CELF)
(D) Goldman-Fristoe Test of Articulation (GFTA)

22. When conducting a communication assessment of a child who uses Indian Sign Language (ISL), which of the following is an essential practice to ensure linguistic validity?
(A) Assessing the child using English syntax structures translated word-for-word
(B) Restricting the child from using facial expressions to focus only on handshapes
(C) Utilizing a fluent interpreter to evaluate signing in natural contexts
(D) Relying exclusively on written questionnaires completed by hearing parents

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23. Which of the following aspects of language is primarily evaluated when an educator observes how a child with a hearing impairment negotiates turns in conversation, repairs communication breakdowns, and varies their language based on the listener's perspective?
(A) Phonology
(B) Syntax
(C) Semantics
(D) Pragmatics

24. Consider the following components of language development:
I. Morphology
II. Phonology
III. Syntax
IV. Semantics
V. Pragmatics
Which of these components are typically classified under the structural domain of 'Form' in classical linguistics?
(A) I, II, and III only
(B) I, IV, and V only
(C) II, III, and IV only
(D) III, IV, and V only

25. What is the primary purpose of utilizing the Receptive-Expressive Emergent Language Scale (REELS) in early intervention settings for children with suspected hearing impairment?

(A) To measure absolute decibel hearing thresholds in infants under twelve months
(B) To assess communication behaviors and language age through parent interviews
(C) To analyze phoneme-grapheme correspondence skills in preschool age children
(D) To diagnose central auditory processing disorders in school-aged children

26. A child who consistently uses the single word "milk" to mean "I want milk," "the milk spilled," and "where is the milk?" is demonstrating the use of:
(A) Telegraphic speech
(B) Holophrases
(C) Neologisms
(D) Jargon

27. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Children with pre-lingual profound sensorineural hearing loss who do not have access to early visual or amplified auditory language inputs typically exhibit severe delays in morphological acquisition.
Reason (R): English bound morphemes (such as plural "-s" or past tense "-ed") are often unstressed, low-intensity, high-frequency sounds that are acoustically inaccessible to these children.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. In the context of assessing language of deaf/hard-of-hearing students, what is meant by "Mean Length of Utterance" (MLU)?
(A) The duration of time a student takes to initiate an utterance after a prompt
(B) The number of syllables a student can articulate on a single breath stream
(C) The average number of morphemes or words per utterance in a language sample
(D) The average pitch variability measured during spontaneous conversation tasks

29. Which language assessment tool is specifically designed as a criteria-referenced checklist to assess functional communication and language curriculum milestones for children who are deaf or hard of hearing?
(A) Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
(B) Vineland Adaptive Behavior Scales (VABS)
(C) Raven's Progressive Matrices
(D) Teacher Assessment of Grammatical Structures (TAGS)

30. Identify the correct combination of language domains and their respective definitions:
I. Syntax - Rules governing the internal structural organization of words.
II. Semantics - Rules governing the meaning of words and word combinations.
III. Morphology - Rules governing the sequential arrangement of words to form sentences.
Which of these combinations is/are INCORRECT?
(A) I and III only
(B) II only
(C) I and II only
(D) I, II, and III

31. When assessing speech sound production, what is the primary difference between an articulation disorder and a phonological disorder?
(A) Articulation disorders exclusively impact vowel sounds; phonological disorders exclusively impact consonant sounds.
(B) Articulation disorders are motoric phonetic difficulties; phonological disorders are cognitive-linguistic pattern difficulties.
(C) Articulation disorders stem from organic biological causes; phonological disorders stem from environmental exposure.
(D) Articulation disorders manifest exclusively in adult patients; phonological disorders manifest only in infant populations.

32. Which of the following parameters is evaluated during an Oral Peripheral Mechanism Examination (OPME) in a speech assessment?
(A) Absolute behavioral hearing sensitivity thresholds for high-frequency pure tones
(B) Syntactic and grammatical complexity metrics evaluated in conversational speech
(C) Auditory memory span retention capacity measured using nonsense syllable tasks
(D) Anatomical and physiological status of oral articulators and velopharyngeal systems

33. A 6-year-old child with a repaired cleft palate displays excessive nasal resonance during the

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production of all non-nasal vowels and voiced consonants, making speech highly unintelligible. During an informal speech assessment, the special education teacher observes air escaping through the nose when the child tries to say pressure consonants like /p/, /t/, and /k/. Which speech parameter is primarily impaired here, and what is its physiological cause?
(A) Hypernasality caused by velopharyngeal insufficiency
(B) Hyponasality caused by hypertrophied adenoids
(C) Dysphonia caused by vocal fold nodules
(D) Stuttering caused by respiratory-phonatory incoordination

34. What clinical term describes the speech characteristic where a child substitutes a stop consonant for a fricative (e.g., producing "pat" instead of "fat")?
(A) Fronting
(B) Gliding
(C) Stopping
(D) Deaffrication

35. When conducting a speech assessment for a child with a severe hearing impairment, which of the following characteristics is most frequently observed in their vocal quality and prosody?
(A) Monotone pitch, atypical nasality, and variable intensity from lack of feedback
(B) Consistently low fundamental frequency combined with normal intonation patterns
(C) Excessive vocal range characterized by rapid, hyper-fluent phrase repetitions
(D) Highly consistent, normal articulatory placement for all voiced plosives

36. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Children with spastic dysarthria exhibit slow, labored speech with imprecise consonant articulation and a strained-strangled vocal quality.
Reason (R): Spastic dysarthria is caused by bilateral upper motor neuron lesions, which lead to muscle weakness, hypertonicity, and restricted range of movement of the speech musculature.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

37. Which of the following tasks is specifically designed to assess diadochokinetic (DDK) rate in a motor speech evaluation of a child?
(A) Sustaining the vowel /a/ for as long as possible on a single deep breath stream
(B) Repeating "pataka" rapidly to measure oral-motor coordination and speed
(C) Reading an unfamiliar passage silently and answering structural questions
(D) Matching printed letters with their corresponding phonetic consonant sounds

38. Which type of speech error is represented when a child says "poon" instead of "spoon"?
(A) Metathesis
(B) Assimilation
(C) Cluster reduction
(D) Epenthesis

39. Consider the following assessment targets in a pediatric clinical speech evaluation:
I. Maximum Phonation Time (MPT).
II. Percent of Consonants Correct (PCC).
III. Mean Airflow Rate during vocalization.
IV. Diadochokinetic (DDK) syllable repetitions.
Which of these are classified as acoustic and aerodynamic objective measures rather than perceptual phonetic measures?
(A) II and IV only
(B) I, II, and III only
(C) I, III, and IV only
(D) I and III only

40. In speech-language pathology, "intelligibility" is defined as:
(A) The extent to which a speaker's acoustic speech signal is understood by listeners
(B) The child's general cognitive quotient estimated from standard vocabulary tests
(C) The speed at which a child can read aloud standardized phonetic lists in clinic
(D) The absolute intensity and volume level at which a child speaks in classrooms

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41. Which of the following educational assessment approaches focuses on measuring a student's performance on specific, daily school curriculum tasks over time to directly inform instruction, rather than comparing them to a national norm group?
(A) Standardized Norm-Referenced Assessment
(B) Curriculum-Based Measurement (CBM)

shows how the student compares to national samples.
(C) It is designed specifically to measure absolute general intellectual quotient over time.
(D) It must be administered in a highly rigid, timed group setting to maintain reliability.

57. A 3rd-grade student who is hard of hearing consistently struggles to hear the teacher over the hum of the classroom air conditioner and the scraping of chairs. During an educational assessment, the teacher notes that while the student's quiet-room speech recognition is 92%, their in-classroom speech recognition drops to 48%. This child's academic difficulty is primarily caused by which environmental factor?
(A) High levels of low-frequency bone conduction threshold shifts
(B) A poor signal-to-noise ratio (SNR) in the classroom
(C) An underlying cognitive processing deficit unrelated to acoustics
(D) Severe bilateral central auditory nerve atrophy

58. Under the Rehabilitation Council of India (RCI) Act of 1992, which of the following is a mandatory legal requirement for any professional working as a Special Educator or Audiologist in India?
(A) Obtaining an active clinical license from the Medical Council of India
(B) Registration with the RCI on the Central Rehabilitation Register
(C) Completing five years of clinical service in a government hospital
(D) Completion of a recognized international clinical research fellowship

59. What does a "flat line" (Type B) tympanogram with normal ear canal volume suggest when obtained from a child with a history of persistent colds?
(A) Middle ear effusion (fluid behind the eardrum)
(B) A large perforation in the tympanic membrane
(C) Otosclerosis with ossicular fixation
(D) Normal middle ear pressure and function

60. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Children who are deaf or hard of hearing often exhibit difficulties in developing reading literacy at their age-equivalent level.
Reason (R): Most written languages are phonetic codes based on spoken language systems, which makes translating graphemes to phonemes highly challenging without robust auditory-linguistic foundations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. Which of the following assessments measures "speech intelligibility" by having a child read or repeat a standardized list of phonetically balanced words while a blinded listener records the percentage of words correctly understood?
(A) Visual Reinforcement Audiometry
(B) Oral Peripheral Mechanism Scale
(C) Acoustic Reflex Decay Test
(D) Speech Discrimination Score

62. Which classification of hearing loss refers to a pathology that is localized simultaneously in both the conductive mechanism (outer/middle ear) and the sensory mechanism (inner ear/ cochlea)?
(A) Sensorineural Hearing Loss
(B) Conductive Hearing Loss
(C) Mixed Hearing Loss
(D) Central Auditory Processing Disorder

63. Consider the following structural parts of the human auditory pathway:
I. External Auditory Meatus (Ear Canal)
II. Ossicular Chain (Malleus, Incus, Stapes)
III. Cochlea (Organ of Corti)
IV. Auditory Nerve (VIII Cranial Nerve)
Which of these structures are damaged or dysfunctional in a purely conductive hearing loss?
(A) III and IV only
(B) I and II only
(C) I, II, and III only
(D) II, III, and IV only

64. What is the standard diagnostic frequency range tested during standard clinical Pure Tone Audiometry to determine the Speech Frequencies?
(A) 500 Hz, 1000 Hz, 2000 Hz, and 4000 Hz
(B) 125 Hz, 250 Hz, and 500 Hz
(C) 8000 Hz, 10000 Hz, and 12000 Hz

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49. In the context of educational evaluation, what is the primary distinction between "formative assessment" and "summative assessment"?
(A) Formative assessment guides immediate instruction; summative assessment evaluates final unit outcomes.
(B) Formative assessment uses only standardized tests; summative assessment uses only teacher-made checklists.
(C) Formative assessment is conducted by external examiners; summative assessment is by classroom teachers.
(D) Formative assessment is for administrative grading; summative assessment is for diagnosing learning gaps.

50. Which of the following assessment tools is designed to evaluate children with Intellectual Disabilities and is divided into two parts: Part I (assessing 7 developmental/behavioral domains like motor, ADL, reading-writing) and Part II (assessing 10 areas of problem behaviors like violent and destructive behavior, rebellious behavior)?
(A) Functional Assessment Checklist for Programming (FACP)
(B) Portage Guide to Early Education (PGEE)
(C) Behavioral Assessment Scales for Indian Children with Mental Retardation (BASIC-MR)
(D) Indian Scale for Assessment of Autism (ISAA)

51. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): In Universal Design for Learning (UDL), educational assessments must provide multiple means of action and expression.
Reason (R): Standardized written tests may act as a barrier, measuring a student's physical writing or language output capabilities rather than their actual content knowledge.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

52. Which of the following is an example of an "accommodation" rather than a "modification" in an educational assessment for a student with Dysgraphia?
(A) Reducing the vocabulary level of the test items to a much lower grade level
(B) Excusing the student from answering a significant portion of exam questions
(C) Changing the grading rubric so that mechanical spelling errors are not counted
(D) Allowing the student to dictate answers to a scribe or use speech-to-text programs

53. The "double-room" technique used in sound-treated audiological suites is designed to:
(A) Accommodate two children being tested simultaneously to save clinical time
(B) To isolate the client from examiner bias and environmental acoustic noise
(C) Conduct hearing aid fitting and physical earmold casting at the same moment
(D) Allow the parent to sleep in the outer room while the child is evaluated

54. Identify the correct combination of early screening tools and the age ranges they are designed to screen:
I. Infant Hearing Screening (OAE/AABR) - Newborns (ideally before discharge or within the first month of life).
II. Modified Checklist for Autism in Toddlers (M-CHAT) - 16 to 30 months of age.
III. Denver Developmental Screening Test (DDST) - Birth to 6 years of age.
Which of these combinations are correct?
(A) I, II, and III
(B) I and II only
(C) II and III only
(D) I and III only

55. What clinical phenomenon is characterized by an abnormal, rapid growth in the perception of loudness for signals of increased intensity, which is highly characteristic of sensorineural hearing loss localized to cochlear pathology?
(A) Auditory Adaptation
(B) Tinnitus
(C) Presbycusis
(D) Recruitment

56. Which of the following is a key feature of a "Criterion-Referenced Test" (CRT) that makes it highly useful for special educators over a "Norm-Referenced Test" (NRT)?
(A) It measures mastery of specific curriculum targets rather than comparing students to peers.
(B) It always yields a percentile rank that

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(D) It assesses structural integrity of semicircular canals within the vestibular sensory system

89. Which of the following is a "functional communication" assessment strategy?
(A) Administering standardized, norm-referenced English vocabulary tests in clinical settings
(B) Observing a student requesting a snack or asking to use the restroom in their daily school setting
(C) Recording total words read from a clinical flashcard set within a sixty second interval
(D) Measuring latency of Wave V during diagnostic Auditory Brainstem Response evaluations

90. During speech production, what is the primary role of the "velopharyngeal port"?
(A) To control internal vocal fold vibration rates to adjust pitch dynamically during speech
(B) To regulate the passage between oral and nasal cavities, preventing nasal air escape during speech
(C) To coordinate respiratory cycles and breath patterns during natural pauses in conversation
(D) To guide precise movements of the tongue tip to the hard palate for alveolar consonants

91. In an educational assessment, what is the primary goal of "Task Analysis"?
(A) Breaking a complex skill down into small, sequential, and teachable steps
(B) Comparing student test scores with standard national grade performance averages
(C) Measuring student brain wave patterns during complex math computation tasks
(D) Rating performance quality of special educators during standard classroom lessons

92. A clinician is assessing a child with a history of chronic middle ear infections. The tympanogram shows Type A curves, and the pure-tone audiogram shows normal hearing thresholds. What does this suggest about the child's current middle ear status?
(A) There is active, severe fluid accumulation behind the tympanic membrane currently
(B) The middle ear ossicular chain has become completely disconnected due to infection
(C) The middle ear is currently healthy and functioning normally despite past medical history
(D) There is permanent, irreversible sensorineural hearing loss within the inner ear

93. What is the main purpose of "dynamic assessment" in special education evaluation?
(A) To measure physical coordination, speed, and overall manual dexterity on motor tasks
(B) To administer highly structured, timed standardized tests twice within a single day
(C) To record physiological heart rate fluctuations and stress levels during examination
(D) To evaluate learning potential using a test-teach-retest model to see response to support

94. Which of the following is a common phonological process where a child omits the final consonant of a word (e.g., saying "ca" instead of "cat")?
(A) Fronting
(B) Reduplication
(C) Final Consonant Deletion
(D) Epenthesis

95. In audiology, "sound field testing" refers to testing where the acoustic stimuli are presented through:
(A) Bone conduction vibrators placed securely on both mastoid processes
(B) Speakers in the test room rather than headphones or insert receivers
(C) Direct wire connections to the internal cochlear implant processor
(D) High-intensity tactile vibratory platforms designed for classrooms

96. Under the RPWD Act 2016, which authority is legally responsible for issuing the official Disability Certificate to an eligible individual with a benchmark disability in India?
(A) The headmaster or principal of the special school
(B) A registered non-governmental organization (NGO) working in disability
(C) The local municipal counselor or village panchayat head
(D) A notified Medical Authority designated by the government

97. Which of the following is an accurate description of "dysarthria"?
(A) A motor speech disorder caused by weakness, paralysis, or muscle incoordination
(B) A central language disorder characterized by difficulty understanding spoken words
(C) A developmental delay in lexical vocabulary

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(D) 20 Hz to 20000 Hz

65. When analyzing a language sample of a child with a hearing impairment, the educator notices errors like "She cat run" instead of "The cat is running." This error represents a deficiency in which domain of language?
(A) Syntax and Morphology
(B) Phonology and Articulation
(C) Pragmatics and Semantics
(D) Vocabulary size and Lexicon

66. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Functional Assessment Checklist for Programming (FACP) is highly preferred over norm-referenced tests for classroom programming of children with developmental disabilities.
Reason (R): FACP yields percentage scores in domain-specific tasks that are directly mapped to a functional, daily living curriculum.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. The "Ling Six-Sound Test" is a functional, quick auditory assessment tool used to verify that a child can detect, discriminate, and identify key speech sounds across the entire speech spectrum. What are the exact six sounds used in this test?
(A) /m/, /u/, /a/, /i/, /sh/, /s/
(B) /p/, /t/, /k/, /a/, /e/, /o/
(C) /b/, /d/, /g/, /s/, /z/, /f/
(D) /m/, /n/, /ng/, /p/, /t/, /k/

68. Which of the following is a classic behavioral symptom of a child who is experiencing a fluctuating conductive hearing loss, such as that caused by glue ear (Otitis Media with Effusion)?
(A) Persistent, irreversible loss of all high-frequency sounds in quiet conditions
(B) Complete lack of startle response to sudden loud noises like a door slamming
(C) Rapid, fluent speech with extremely precise articulation of sibilant sounds
(D) Inattentiveness during common colds, combined with requests for repetition

69. Consider the following descriptions of clinical assessment tools used in Special Education:
I. MDPS - Madras Developmental Programming System; assess behavioral development.
II. BASIC-MR - Behavioral Assessment Scales for Indian Children; targets school-age children with ID.
III. FACP - Functional Assessment Checklist for Programming; tracking functional daily-living curriculum.
IV. ISAA - Indian Scale for Assessment of Autism; diagnostic scale for autism spectrum.
V. REELS - Receptive-Expressive Emergent Language Scale; targets children with sensory and motor impairments to track early communication.
Which of these tools are specifically developed or standardized within the Indian cultural and linguistic context for developmental disabilities?
(A) I, II, III, and IV only
(B) II, III, and V only
(C) I, III, and V only
(D) I, II, III, IV, and V

70. When evaluating speech, the term "Voice Disorder" or "Dysphonia" specifically refers to impairments in which of the following physical parameters?
(A) Correct placement of the tongue against the alveolar ridge
(B) Rhythm and rate of syllable transitions during conversational speech
(C) Pitch, loudness, quality, and resonance of the vocal signal
(D) Receptive comprehension of vocabulary items

71. What does the "Air-Bone Gap" (ABG) on an audiogram represent?
(A) The difference between speech reception thresholds and average pure tone levels
(B) The relative speed of acoustic waves traveling through air versus solid bone
(C) The variation in threshold sensitivity measured between left and right ears
(D) The difference between air and bone conduction thresholds, indicating conductive loss

72. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): A child with Auditory Neuropathy

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Spectrum Disorder (ANSD) will show normal or near-normal Otoacoustic Emissions (OAE) but an absent or highly abnormal Auditory Brainstem Response (ABR).
Reason (R): ANSD involves healthy outer hair cells in the cochlea but abnormal neural transmission along the auditory nerve or brainstem auditory pathways.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

73. Which of the following standard clinical procedures represents a subjective/behavioral audiological assessment rather than an objective physiological test?
(A) Tympanometry
(B) Pure Tone Audiometry
(C) Otoacoustic Emissions (OAE)
(D) Auditory Brainstem Response (ABR)

74. In a language evaluation, when a child is asked to "point to the picture of the dog chasing the cat" from a selection of four pictures, the assessor is testing which specific language skill?
(A) Expressive pragmatics
(B) Receptive syntax and semantics
(C) Phonological synthesis
(D) Expressive vocabulary output

75. Consider the following assessment strategies for evaluating a bilingual child with a suspected communication disorder:
I. Assessing communication skills in both the native language (L1) and the second language (L2).
II. Using translated versions of standard English tests without considering dialectical differences.
III. Observing communication interactions in natural social settings with native speakers.
IV. Gathering a thorough developmental and linguistic history from parents.
Which of these represent best clinical and educational practices?
(A) I, III, and IV only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

76. What is the primary clinical indicator tested during "Acoustic Reflex Decay"?
(A) The physical elasticity of the tympanic membrane over a twenty-four hour period
(B) The rapid recovery rate of outer hair cells after high-intensity noise exposure
(C) Auditory nerve fatigue, differentiating sensory from retrocochlear lesions
(D) The physical compliance and structural status of Eustachian tubes on swallowing

77. Which of the following is a key strategy for the early identification of hearing loss in primary healthcare settings in India?
(A) Mandating that all children undergo diagnostic CT scans of temporal bones at birth
(B) Restricting hearing screening to children who fail their annual academic exams
(C) Administering pure tone audiometry to newborns in local village community centers
(D) Universal newborn screening using OAEs, supported by trained community health workers

78. Which assessment tool would be most appropriate to evaluate the pre-linguistic vocalizations (such as cooing, babbling, and jargon) of a 10-month-old infant with a profound hearing loss?
(A) Goldman-Fristoe Test of Articulation
(B) Clinical Evaluation of Language Fundamentals - Preschool (CELF-P)
(C) Infant-Toddler Meaningful Auditory Integration Scale (IT-MAIS)
(D) Diagnostic Test of Learning Disability (DTLD)

79. When conducting speech sound assessment, if a child displays "apraxia of speech," what is the primary underlying impairment?
(A) Muscle weakness or paralysis of speech articulators, leading to slurred output
(B) Neurological deficit in motor planning and sequencing, leading to inconsistent errors
(C) Structural deformities such as severe cleft palate or physical macroglossia
(D) Lack of auditory sensitivity required to distinguish high from low pitch sounds

80. A teacher notes that a student who is hard of hearing can read complex vocabulary terms correctly when they are written on the board but cannot comprehend or repeat them when spoken from behind. This discrepancy is a clear

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educational indicator that the student relies heavily on:
(A) Tactile-kinesthetic prompt systems to guide phonetic placement of speech sounds
(B) Central auditory integration of high-frequency tones within the auditory cortex
(C) Advanced non-verbal conceptual reasoning to infer meaning from contextual clues
(D) Visual-graphic input, such as lip-reading or text, to compensate for poor hearing

81. In an educational assessment, "ecological assessment" refers to:
(A) Evaluating performance and behavior across real-world settings to find situational needs
(B) Measuring physical sensitivity and physiological reactions to classroom noise pollutants
(C) Testing theoretical academic knowledge of regional geography and global ecosystems
(D) Comparing individual performance scores with peers from different climatic regions

82. What is the significance of the "speech banana" plotted on a standard clinical audiogram?
(A) It shows the exact path of sound waves traveling through the outer ear canal structures
(B) It outlines the biological decay curve of the stapedial reflex over sixty seconds
(C) It represents the intensity and frequency range of common speech sounds to show audibility
(D) It is a subjective clinical scale used to rate motor coordination of oral structures

83. When assessing speech, a child who exhibits a "lisp" is having difficulty with the production of which class of sounds?
(A) Sibilant fricatives (such as /s/ and /z/)
(B) Bilabial plosives (such as /p/ and /b/)
(C) Velar nasal consonants (such as /ng/)
(D) Low-back vowels

84. Which of the following conditions is an example of a "conductive" hearing loss etiology?
(A) Maternal rubella infection during the first trimester of pregnancy
(B) Prolonged exposure to industrial noise above 100 dB
(C) Age-related degeneration of the spiral ganglion cells
(D) Impacted cerumen (earwax) or fluid in the middle ear cavity

85. When administering educational tests to a student with low vision, which of the following accommodations is considered an "access-related modification" that does not alter the underlying test construct?
(A) Simplifying the reading comprehension questions to a lower grade level
(B) Providing the test in Large Print or Braille with extended time
(C) Substituting multiple-choice questions with fill-in-the-blank questions
(D) Allowing the student's peer to read and answer the questions on their behalf

86. Which standardized assessment tool is most commonly used in India to identify and diagnose the degree of autism spectrum disorder in children, yielding a severity rating scale?
(A) Diagnostic Test of Learning Disability (DTLD)
(B) Wechsler Intelligence Scale for Children (WISC)
(C) Indian Scale for Assessment of Autism (ISAA)
(D) Vineland Adaptive Behavior Scales (VABS)

87. A child with a severe hearing loss is observed using "cued speech." What is the primary function of cued speech in the communication assessment and development of deaf children?
(A) It is a complete, independent natural sign language with its own complex structural grammar
(B) It is a tactile vibration method where the child places their hands directly on the throat
(C) It is a portable electronic device that translates written text into synthetic spoken voice
(D) Uses eight handshapes at four face locations to resolve phonetic ambiguities of lip-reading

88. What is the diagnostic value of checking the "Acoustic Reflex Threshold" (ART) during an impedance assessment?
(A) It confirms stapedius muscle contraction, offering objective info on middle ear and brainstem
(B) It measures active electrical potentials generated directly within the auditory cortex pathway
(C) It gives precise developmental language equivalent scores for children under three years

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(C) Intellectual Quotient (IQ) Testing
(D) Aptitude Testing

42. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Standardized, norm-referenced intelligence tests may underestimate the cognitive potential of a child with severe congenital bilateral hearing impairment if administered without modifications.
Reason (R): Many IQ tests rely heavily on verbally loaded subtests that assume typical prior exposure to spoken language and incidental auditory learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. Which of the following diagnostic educational assessment batteries is specifically designed and commonly used in India for children with Intellectual Disability to assess adaptive behaviors and program classroom goals across domains like motor, ADL, communication, social, and academic?
(A) Madras Developmental Programming System (MDPS)
(B) Diagnostic Test of Learning Disability (DTLD)
(C) Aston Index
(D) Psychoeducational Profile (PEP)

44. When assessing a student suspected of having a Specific Learning Disability (SLD) in reading, which cognitive process is most crucial to evaluate because it serves as the foundational skill for decoding words?
(A) Visual-spatial rotation speed
(B) Kinesthetic coordination
(C) Phonological processing and awareness
(D) Non-verbal abstract reasoning

45. A special education teacher is preparing an educational assessment for a 14-year-old student with a severe intellectual disability and limited verbal speech. The goal is to design a vocational transition plan. Which of the following assessment approaches will yield the most ecologically valid and practically useful information for this student's Individualized Transition Plan (ITP)?
(A) A standardized paper-and-pencil career interest inventory administered in a quiet room
(B) A clinical intelligence test like the Wechsler Adult Intelligence Scale for adolescents
(C) A diagnostic reading achievement assessment measuring phonological decoding abilities
(D) A community-based functional curriculum assessment conducted in vocational environments

46. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, what is the minimum percentage of a specified disability required for a person to be classified as a "person with benchmark disability" for educational and reservation benefits?
(A) 35%
(B) 40%
(C) 50%
(D) 60%

47. Which assessment tool is most appropriate for a special educator to use when conducting a functional vision assessment of a child with low vision in a classroom?
(A) Administering a computerized electroretinogram test in a darkened clinical laboratory
(B) Evaluating tracking, fixation, visual fields, and aid use during daily school activities
(C) Reading the ophthalmologist's clinical prescription for specialized corrective lenses
(D) Using a standard Snellen eye chart at a fixed distance under strictly dimmed lighting

48. Consider the following steps in the Individualized Education Programme (IEP) process:
I. Conducting a comprehensive, multi-disciplinary educational evaluation.
II. Determining eligibility for special education services.
III. Drafting specific, measurable annual goals and short-term objectives.
IV. Gathering referral and screening data.
V. Reviewing and modifying the IEP annually.
What is the correct logical sequence of these steps?
(A) I, IV, II, III, V
(B) IV, II, I, III, V
(C) I, II, III, IV, V
(D) IV, I, II, III, V

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acquisition despite normal hearing
(D) A speech fluency disorder characterized by rapid repetitions of initial phonemes

98. When evaluating a student with severe intellectual disability, which assessment format is most likely to yield realistic information about their daily living independence?
(A) An abstract, timed non-verbal intelligence test using complex printed matrix puzzles
(B) A written spelling and dictation test administered individually in a quiet room
(C) Direct observation of adaptive behaviors in natural routines using developmental checklists
(D) A standardized oral vocabulary questionnaire read aloud by an unfamiliar clinician

99. Which of the following is an example of an "auditory-verbal" therapy assessment approach for a young child with a cochlear implant?
(A) Evaluating auditory comprehension of spoken language without any visual cues
(B) Assessing student proficiency and grammar structures in Indian Sign Language
(C) Measuring reading comprehension of printed paragraph texts in a classroom
(D) Testing the mechanical sensitivity of physical cochlear implant processors

100. In clinical audiology, the "Speech Discrimination Score" (SDS) or "Word Recognition Score" is expressed as:
(A) The minimum decibel level at which a child can detect speech sounds in quiet
(B) The ratio of correct vowel sounds to incorrect consonants in speech samples
(C) The total number of words produced during a brief spontaneous speech sample
(D) The percentage of monosyllabic words correctly identified above threshold

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ANSWERS

1. (A) Birth to 3 years
The early years of life represent a critical biological window of neuroplasticity essential for linguistic development. During this timeframe, the human brain is most receptive to auditory stimuli, allowing for the natural acquisition of complex grammatical and phonological structures. Delays in identification during this phase often lead to irreversible deficits in expressive and receptive communication skills.

2. (C) Otoacoustic Emissions (OAE)
Outer hair cells produce low-intensity sounds as a byproduct of their electromotility, which are captured during physiological screening. This assessment confirms the health of the cochlear amplifier mechanism within the inner ear. By measuring these responses, clinicians can objectively verify the integrity of the peripheral auditory system without requiring any active behavioral participation from the infant.

3. (A) Both A and R are true and R is the correct explanation of A
Infants with risk factors like hyperbilirubinemia may possess normal cochlear function while suffering from neural transmission issues. Since otoacoustic emissions only evaluate peripheral hair cell activity, they cannot identify pathologies affecting the auditory nerve. Utilizing electrophysiological brainstem assessments ensures that retrocochlear conditions, such as auditory neuropathy, are detected early to facilitate appropriate medical and clinical management.

4. (D) Fluctuating or progressive sensorineural hearing loss over time
Congenital viral infections often cause damage that evolves throughout early childhood rather than remaining static. This specific condition frequently results in hearing sensitivity that either worsens gradually or changes unpredictably. Regular monitoring is essential even if initial screenings are passed, as late-onset deficits can significantly impact the development of oral communication, social interaction, and academic performance.

5. (B) Screen by 1 month, diagnose by 3 months, enroll in intervention by 6 months
This internationally recognized benchmark ensures that hearing impairments are managed promptly to optimize developmental outcomes. Initial physiological screenings should occur within thirty days of birth. If concerns arise, a definitive medical diagnosis must be confirmed within ninety days. Finally, comprehensive early intervention services should commence by the time the infant reaches six months of age.

6. (C) III, I, II
Audiological testing protocols evolve alongside a child's maturing motor and cognitive abilities. Behavioral observation is utilized for newborns who show reflexive responses to sound. Once an infant reaches six months, they can be conditioned to turn their head toward visual rewards. Finally, older toddlers engage in play-based tasks, such as dropping blocks, to indicate their detection.

7. (D) Localizing a sound source directly to the side and indirectly below
Developing the ability to pinpoint the origin of an acoustic signal indicates healthy binaural processing and maturing motor control. By late infancy, children typically move their heads accurately toward sounds occurring in various horizontal and vertical planes. This behavior demonstrates that the central auditory nervous system is effectively integrating signals from both ears to determine spatial location.

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8. (A) High rate of observer bias and rapid infant habituation
Relying on subjective observations of reflexive changes like eye-widening or limb movements introduces significant variability among clinicians. Infants also quickly stop responding to repeated stimuli, making it difficult to establish consistent thresholds. Furthermore, these responses do not represent true hearing sensitivity, leading to potential inaccuracies when trying to identify mild or moderate degrees of bilateral auditory impairment.

9. (B) Conditioned Play Audiometry (CPA) using insert earphones
At this developmental stage, children respond well to repetitive motor tasks that turn testing into an engaging game. Using earphones allows the clinician to obtain separate threshold data for each ear, which is vital for diagnosing unilateral or asymmetrical losses. This method is more reliable than sound-field testing, which only assesses the performance of the better-hearing ear.

10. (B) Bacterial meningitis
Serious infections of the central nervous system can cause inflammation that leads to the ossification of the cochlea. This biological process results in permanent, often profound, damage to the sensory cells within the inner ear. Unlike transient conditions like jaundice or low birth weight, this illness is a primary cause of acquired sensorineural deficits during the toddler years.

11. (A) Auditory or facial nerve brainstem pathways
The stapedial reflex involves a complex neural arc that travels from the eighth cranial nerve through the brainstem to the seventh cranial nerve. If the middle ear is functioning normally and hearing sensitivity is intact, the absence of this involuntary contraction suggests a lesion along these neural structures. This finding is critical for identifying retrocochlear pathologies.

12. (A) Both A and R are true and R is the correct explanation of A
Mechanical vibrations applied to the skull bypass the traditional pathway of the external and middle ear. These vibrations cause the fluids within the cochlea to move, directly stimulating the sensory hair cells. This diagnostic technique allows clinicians to measure the underlying sensitivity of the inner ear, helping to differentiate between conductive issues and permanent sensory or neural damage.

13. (D) >
Clinical audiology utilizes a standardized system of symbols to record test results on a graph. For the left ear, a right-pointing wedge signifies that the bone conduction threshold was obtained without the use of masking noise in the opposite ear. Accurate documentation of these symbols is essential for the correct interpretation of the type and degree.

14. (C) Moderate conductive hearing loss
A significant difference between air and bone conduction thresholds indicates that the inner ear is functioning normally while the sound transmission through the outer or middle ear is blocked. Since the bone conduction is within the normal range and the air conduction shows a moderate degree of loss, the pathology is identified as purely conductive in nature.

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15. (B) Moderate sensorineural hearing loss
When air and bone conduction thresholds are both elevated and nearly identical, it signifies that the impairment is located within the cochlea or auditory nerve. A normal tympanogram further confirms that the middle ear system is healthy and clear of fluid. These combined findings represent a sensory deficit where the mechanical transmission of sound remains unaffected.

16. (D) Tympanic membrane perforation
A flat tympanogram signifies a lack of mobility in the eardrum during pressure changes. When the measured ear canal volume is unusually large, it indicates that the probe is measuring the combined space of the external canal and the middle ear cavity. This occurs because of a hole in the drum or the presence of a patent ventilation tube.

17. (A) To prevent cross-hearing, where the stimulus is heard by the non-test cochlea
During testing, sound can travel through the skull via bone conduction and be detected by the ear not currently being evaluated. To ensure that the responses obtained represent the true sensitivity of the test ear, noise is introduced into the better ear. This technique effectively keeps the non-test ear busy, allowing for an accurate assessment of the weaker.

18. (A) Both A and R are true and R is the correct explanation of A
The threshold for recognizing speech should closely align with the average sensitivity for pure tones in the main speech frequencies. Comparing these two measures acts as a cross-check to verify that the patient is responding consistently during the evaluation. Significant discrepancies between these values may suggest an inaccurate audiogram, equipment malfunction, or the possibility of non-organic loss.

by specific, government-authorized medical professionals. These boards conduct the necessary evaluations to determine if an individual meets the criteria for a benchmark disability. This standardized process ensures that certificates are issued fairly and that everyone who is eligible can access their benefits.

97. (A) A motor speech disorder caused by weakness, paralysis, or muscle incoordination
This condition results from damage to the parts of the nervous system that control the muscles used for speaking. It can affect the clarity of sounds, the volume of the voice, and the overall rhythm of speech. Unlike other communication disorders, it is a physical issue that impacts the ability to move the lips, tongue, and throat muscles.

98. (C) Direct observation of adaptive behaviors in natural routines using developmental checklists
For individuals with significant cognitive challenges, traditional tests often fail to capture their true abilities. Watching how they handle daily tasks like eating, dressing, and interacting with others provides the most accurate information. Using structured checklists to record these observations helps educators create programs that focus on the practical skills the person needs for an independent life.

99. (A) Evaluating auditory comprehension of spoken language without any visual cues
This approach focuses on teaching children to use their hearing to develop spoken language. During an assessment, the child's ability to understand words and sentences is tested in a way that prevents them from using lip-reading or other visual aids. This ensures that the child is truly relying on their auditory skills, which is the primary goal.

100. (D) The percentage of monosyllabic words correctly identified above threshold
This value is calculated by presenting a list of single-syllable words at a comfortable listening level and recording how many are repeated accurately. It provides a measure of the clarity with which a person can perceive speech when it is loud enough. This percentage is essential for determining how much benefit a person might receive from technology.

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with more advanced linguistic skills, making it a standard tool for monitoring progress in children with communication disorders.

29. (D) Teacher Assessment of Grammatical Structures (TAGS)
This specialized tool provides a sequence of checklists designed to evaluate the acquisition of specific sentence structures and grammatical markers. It is particularly useful for tracking the progress of children with hearing impairments as they move from simple words to complex sentences. The results help teachers align their instruction with the student's current level of linguistic mastery.

30. (A) I and III only
Morphology specifically refers to the rules governing the internal structure of words, such as prefixes and suffixes. Syntax, on the other hand, deals with the arrangement of words into phrases and sentences. The provided definitions for these two terms were swapped, which is a common point of confusion. Semantics was correctly defined as concerning the meaning of words.

31. (B) Articulation disorders are motoric phonetic difficulties; phonological disorders are cognitive-linguistic pattern difficulties
One type of impairment involves physical difficulty in producing specific speech sounds due to motor coordination issues. The other involves a failure to understand the underlying rules of the sound system, leading to predictable patterns of errors across groups of sounds. Differentiating between these two is vital for selecting the appropriate therapeutic approach, whether motor-based or linguistically focused.

32. (D) Anatomical and physiological status of oral articulators and velopharyngeal systems
This examination involves a systematic check of the structures used for speaking, including the lips, tongue, teeth, and palate. The clinician assesses the symmetry, strength, and range of motion of these muscles. Identifying physical abnormalities or neurological weaknesses helps determine if a speech disorder has an organic basis, such as a cleft palate or a motor impairment.

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33. (A) Hypernasality caused by velopharyngeal insufficiency
When the soft palate cannot effectively seal against the back of the throat, air escapes through the nose during the production of oral sounds. This results in a muffled, nasal quality and difficulty building up the air pressure needed for certain consonants. This condition is common after cleft repair and requires specialized speech therapy or further surgical intervention.

34. (C) Stopping
This phonological process occurs when a child replaces a sound that requires continuous airflow, like a fricative, with a sound that involves a complete blockage of air. For instance, substituting a /t/ for an /s/ is a typical developmental error. If this pattern persists beyond a certain age, it can significantly reduce the overall clarity of the child's speech.

35. (A) Monotone pitch, atypical nasality, and variable intensity from lack of feedback
Without the ability to hear their own voice, individuals often struggle to regulate the prosodic elements of speech. This leads to a lack of natural intonation and difficulty controlling volume levels in different environments. Furthermore, poor coordination of the soft palate often results in an unusual nasal resonance, which collectively contributes to the distinct speech patterns associated.

36. (A) Both A and R are true and R is the correct explanation of A
Damage to the upper motor neurons results in increased muscle tone and reduced flexibility of the speech muscles. This physical state makes it difficult for the individual to transition between sounds quickly and smoothly. The resulting speech is typically slow and carries a characteristic strained quality, as the person is working against their own hypertonic muscles.

37. (B) Repeating "pataka" rapidly to measure oral-motor coordination and speed
This assessment requires the child to produce a sequence of different syllables as quickly and clearly as possible. It evaluates the ability of the articulators to move between different positions in rapid succession. Poor performance on this task can indicate an underlying motor speech disorder, such as dysarthria or apraxia, and helps the clinician identify areas.

programs can reach children even in remote areas. This ensures that babies with hearing issues are identified and referred for follow-up care within the critical window for language development.

78. (C) Infant-Toddler Meaningful Auditory Integration Scale (IT-MAIS)
This tool uses structured interviews with parents to assess how an infant or toddler uses their hearing in everyday life. It tracks their vocalization patterns and their responses to common sounds in their environment. This information is particularly valuable for monitoring the progress of very young children who have just received hearing technology and are not yet speaking.

79. (B) Neurological deficit in motor planning and sequencing, leading to inconsistent errors
This condition is not caused by muscle weakness, but rather by the brain's inability to coordinate the complex movements needed for speech. The child knows what they want to say but struggles to get their mouth to make the right sounds in the right order. This often results in inconsistent speech patterns that are very difficult to understand.

80. (D) Visual-graphic input, such as lip-reading or text, to compensate for poor hearing
When a student can only understand information when it is presented visually, it clearly indicates that their auditory access is insufficient for learning. They are using their eyes to fill in the gaps left by what they cannot hear. Identifying this pattern helps teachers provide appropriate accommodations, such as using written instructions and clear visual aids for support.

81. (A) Evaluating performance and behavior across real-world settings to find situational needs
This approach moves beyond the clinic or the testing room to see how a student functions in natural environments, like at home or in the community. It looks at the interactions between the person and their surroundings to identify barriers. This holistic view is essential for developing practical goals that improve the student's daily life and independence.

82. (C) It represents the intensity and frequency range of common speech sounds to show audibility
This shaded area on an audiogram illustrates where most of the sounds of human language occur in terms of volume and pitch. By plotting a person's hearing thresholds on the same graph, a clinician can easily see which speech sounds are audible. This is a powerful visual tool for explaining the impact of hearing loss on daily communication.

83. (A) Sibilant fricatives (such as /s/ and /z/)
A lisp occurs when the tongue is positioned incorrectly during the production of these specific sounds, leading to a distorted airflow. The sound may be produced with the tongue too far forward or with air escaping from the sides. Correcting this pattern often requires targeted speech therapy to teach the child the proper placement for these high-frequency sounds.

84. (D) Impacted cerumen (earwax) or fluid in the middle ear cavity
These conditions physically block the path of sound waves as they travel through the outer and middle ear. Because the inner ear remains undamaged, hearing can usually be restored once the blockage is removed or the fluid is cleared. This type of loss is often temporary and can be treated medically, unlike permanent damage to sensory cells.

85. (B) Providing the test in Large Print or Braille with extended time
These adjustments allow the student to access the same information as their peers in a format they can read. They do not change what the student is expected to know or the difficulty of the material itself. By removing the physical barrier to the test content, these accommodations ensure that the student is evaluated fairly on academic knowledge.

86. (C) Indian Scale for Assessment of Autism (ISAA)
This specialized tool was developed to provide an objective way to identify and rate the severity of autism spectrum disorder in the Indian context. It assesses various behaviors and social interactions, resulting in a score that helps clinicians determine support needs. It is a vital instrument for ensuring accurate diagnosis and

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recommendations for classroom modifications and instructional strategies that enhance participation.

48. (D) IV, I, II, III, V
The development of an individualized program begins with identifying a student who may need extra support. This is followed by a detailed multidisciplinary evaluation to understand their unique needs. Once eligibility is established, the team drafts specific goals and objectives. The final step involves regular reviews to monitor progress and make necessary adjustments to the plan.

49. (A) Formative assessment guides immediate instruction; summative assessment evaluates final unit outcomes
One type of evaluation occurs during the learning process to provide feedback and help students improve their performance. The other takes place at the end of a period of study to measure what has been achieved overall. Both are essential in special education to ensure that instruction remains responsive to student needs while documenting long-term growth.

50. (C) Behavioral Assessment Scales for Indian Children with Mental Retardation (BASIC-MR)
This tool is specifically designed to provide a comprehensive view of both the functional skills and the behavioral challenges of children with intellectual disabilities. By assessing domains like self-care and communication alongside problem behaviors, it helps educators develop balanced programs. The scale is culturally adapted for the Indian context, making it a valuable resource for professionals.

51. (A) Both A and R are true and R is the correct explanation of A
Providing multiple ways for students to show what they know ensures that physical or linguistic impairments do not hide their actual understanding of the content. If a test only allows for written answers, it may unfairly penalize a student with motor difficulties. By offering alternatives like oral presentations, educators can more accurately measure academic progress.

52. (D) Allowing the student to dictate answers to a scribe or use speech-to-text programs
These strategies provide an alternative way for the student to express their thoughts without changing the content or difficulty of the test. Unlike modifications, which alter the expectations or the level of the material, accommodations simply remove the barriers created by the disability. This allows the student to be evaluated on their knowledge rather than physical writing.

53. (B) To isolate the client from examiner bias and environmental acoustic noise
This physical setup consists of two separate, sound-treated spaces joined by a window. The patient sits in one room while the audiologist operates the equipment from the other. This configuration prevents the patient from seeing the tester's movements, which could provide unintended cues. It also ensures that the testing environment remains extremely quiet, which is necessary.

54. (A) I, II, and III
Effective early intervention relies on using the right tool at the appropriate developmental stage. Hearing screens are vital for newborns to identify sensory issues early. Behavioral checklists are used during the toddler years to flag signs of autism. Broad developmental tests help monitor general growth throughout early childhood. Together, these tools form a comprehensive detection system.

55. (D) Recruitment
This physiological phenomenon occurs when the range between the threshold of hearing and the threshold of discomfort is significantly narrowed. As a result, sounds that are only slightly louder than the person's hearing level can suddenly become perceived as uncomfortably loud. This is a hallmark sign of damage to the hair cells and impacts amplification programming.

56. (A) It measures mastery of specific curriculum targets rather than comparing students to peers
These tests focus on whether a student has learned the specific skills or information they were taught. This makes them highly effective for tracking individual progress and planning future lessons in a special education setting. Unlike norm-referenced tests, which describe where a student stands relative to others, these assessments identify exactly what the student can do.

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38. (C) Cluster reduction
This common phonological error involves the omission of one or more consonants from a group of adjacent consonants. For example, a child might simplify a complex sound combination like "sp" into a single "p". While this is part of typical development, its persistence can make it difficult for listeners to understand the child's intended meaning in conversation.

39. (D) I and III only
Objective measurements utilize specialized equipment to quantify physical properties like the duration of a sustained sound or the volume of air used during phonation. These data points provide concrete evidence of vocal function that is independent of the listener's perception. In contrast, counting correct consonants or assessing syllable repetition relies on the clinician's subjective professional judgment.

40. (A) The extent to which a speaker's acoustic speech signal is understood by listeners
This term describes the functional effectiveness of communication in real-world settings. It is a perceptual measure that accounts for various factors, including articulation, voice quality, and the listener's familiarity with the speaker. Improving this aspect of speech is often the primary goal of therapy, as it directly impacts the child's ability to interact socially and succeed.

41. (B) Curriculum-Based Measurement (CBM)
This approach involves frequent, brief assessments that track a student's progress in specific academic skills like reading fluency or math calculation. Because the tests are derived directly from the classroom materials, they provide immediate data on how well the student is responding to instruction. This allows teachers to make timely adjustments to their teaching strategies.

42. (A) Both A and R are true and R is the correct explanation of A
Standardized intelligence batteries often include tasks that require a strong grasp of spoken language and general knowledge acquired through hearing. For a child with significant hearing loss, low scores on these sections may reflect their lack of access to auditory information rather than a lack of innate cognitive ability. Therefore, non-verbal assessments are necessary for accuracy.

43. (A) Madras Developmental Programming System (MDPS)
This behavioral scale is widely used in India to assess the functional abilities of individuals with intellectual disabilities. It covers a broad range of developmental domains, providing a detailed profile of the person's strengths and needs. The resulting data are used to set realistic goals for individualized education and rehabilitation programs, ensuring that the focus remains on skills.

44. (C) Phonological processing and awareness
The ability to recognize and manipulate the individual sounds in spoken words is the most critical foundation for learning to read. Students who struggle with this skill often have significant difficulty decoding printed text and developing fluent reading habits. Early assessment of these processes allows for targeted intervention, which is essential for overcoming challenges in learning disabilities.

45. (D) A community-based functional curriculum assessment conducted in vocational environments
For students with severe disabilities, evaluating skills in the actual settings where they will be used provides the most meaningful data. Observing how a student performs tasks in a real workplace or community center reveals their true level of independence and identifies specific supports. This practical information is vital for creating a successful and realistic transition plan.

46. (B) 40%
The Indian legal framework specifies that an individual must have a certified disability of at least this magnitude to access various government benefits and protections. This threshold ensures that resources are directed toward those who face significant barriers due to their impairments. Proper certification by a recognized medical authority is required to establish eligibility for reservations.

47. (B) Evaluating tracking, fixation, visual fields, and aid use during daily school activities
Rather than focusing solely on clinical measurements like acuity, this evaluation looks at how a student actually uses their remaining vision in the classroom. The teacher observes how the child navigates the environment, reads from the board, and uses assistive devices. This information is used to make practical

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in human speech. By asking a child to detect or repeat them, a teacher or parent can quickly check if the child's hearing technology is working properly across all levels. It is a simple and effective way to ensure auditory access.

68. (D) Inattentiveness during common colds, combined with requests for repetition
Middle ear fluid often comes and goes, leading to hearing levels that change from day to day. A child might seem to hear fine one week but struggle the next, especially when they have a cold. This inconsistency can lead to behavioral issues and difficulty following instructions, as the child's access to sound is constantly shifting.

69. (A) I, II, III, and IV only
Several tools have been developed within the country to ensure they are culturally and linguistically appropriate for the local population. These include scales for assessing general development, behavior in school-age children, functional daily living skills, and autism. Using these adapted tools allows for more accurate diagnoses and better planning for children with developmental disabilities.

70. (C) Pitch, loudness, quality, and resonance of the vocal signal
This type of communication impairment affects the physical production of sound by the vocal folds and its amplification in the throat and mouth. It can manifest as a hoarse, breathy, or nasal voice that is either too loud or too quiet for the situation. These disorders can be caused by physical strain, illness, or structural issues.

71. (D) The difference between air and bone conduction thresholds, indicating conductive loss
When sound presented through the air is heard less clearly than sound presented directly to the bone, it shows that the inner ear is healthier than the outer or middle ear pathways. This measurable difference is a key diagnostic indicator for conductive hearing issues. A gap of fifteen decibels or more is typically considered clinically significant.

72. (A) Both A and R are true and R is the correct explanation of A
In this specific condition, the hair cells in the cochlea function normally, which is why otoacoustic emissions are present. However, the transmission of the signal from the ear to the brain is disrupted, leading to an absent or disorganized brainstem response. This results in a unique clinical profile where the person can hear sounds but not understand.

73. (B) Pure Tone Audiometry
This type of test relies on the active participation of the patient, who must indicate when they hear a sound by pushing a button or raising their hand. Because it depends on the person's own perception and cooperation, it is considered a subjective measure. In contrast, physiological tests like ABR provide objective data that do not require responses.

74. (B) Receptive syntax and semantics
Understanding a complex sentence like the one described requires the child to know the meaning of the individual words and how their arrangement affects the overall message. The child must process both the vocabulary and the grammatical relationships between the characters in the picture. This task assesses the ability to comprehend spoken language without requiring speech.

75. (A) I, III, and IV only
Accurately evaluating a child who speaks more than one language requires looking at their skills in both systems and considering their unique linguistic history. Using direct translations of English tests is generally discouraged because it does not account for cultural or structural differences. Observing the child in natural settings with native speakers provides an authentic view of abilities.

76. (C) Auditory nerve fatigue, differentiating sensory from retrocochlear lesions
This test measures whether the stapedius muscle can maintain its contraction over a ten-second period in response to a continuous loud sound. If the contraction weakens prematurely, it may suggest that the auditory nerve is fatiguing, which is often a sign of a tumor or other issue beyond the cochlea. It is a tool for identifying neural pathologies.

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77. (D) Universal newborn screening using OAEs, supported by trained community health workers
Implementing wide-scale screening at birth is the most effective way to identify hearing loss as early as possible. By training local health workers to use portable physiological equipment,

19. (A) Auditory Brainstem Response (ABR)
Electrophysiological assessments measure the neural activity generated by the auditory nerve and brainstem in response to sound. Because this method does not require the patient to provide a behavioral response, it is ideal for infants or individuals with developmental disabilities. The resulting waveforms allow clinicians to estimate hearing sensitivity across different frequencies with a high degree of objective.

20. (D) Eustachian tube dysfunction
When the peak of the compliance curve is shifted toward significant negative values, it indicates that the air pressure within the middle ear is lower than the surrounding atmospheric pressure. This condition usually occurs when the tube responsible for ventilating the middle ear fails to open properly. It is often a precursor to the accumulation of middle ear fluid.

21. (B) Peabody Picture Vocabulary Test (PPVT)
This assessment requires the child to select a picture that matches a spoken word from a set of four choices. Since no verbal response or complex signing is necessary, it is ideal for evaluating receptive vocabulary in children with expressive limitations. It provides a standardized measure of word knowledge that is independent of the child's ability to produce speech.

22. (C) Utilizing a fluent interpreter to evaluate signing in natural contexts
Sign languages possess unique grammatical structures and syntactical rules that differ significantly from spoken languages. Evaluating a child's proficiency requires a professional who is fluent in the specific manual system being used. This approach ensures that the assessment captures the child's true communicative competence rather than their ability to mimic spoken language patterns through literal translations.

23. (D) Pragmatics
This domain of language focuses on the social use of communication in various contexts. It encompasses skills such as maintaining eye contact, taking turns during a conversation, and adjusting the complexity of a message based on the listener's needs. Assessing these behaviors helps educators understand how well a child can navigate real-world interactions and resolve communicative misunderstandings effectively.

24. (A) I, II, and III only
In linguistics, the structural aspects of language are grouped together to describe how signals are organized. This category includes the sound system, the internal structure of words, and the rules for combining words into sentences. Together, these elements provide the framework for creating meaningful messages, whereas semantics focuses on content and pragmatics focuses on the social application.

25. (B) To assess communication behaviors and language age through parent interviews
This screening tool relies on reports from caregivers to track the development of receptive and expressive skills in very young children. It helps identify potential delays by comparing a child's current communicative milestones to age-appropriate norms. The information gathered is essential for creating individualized intervention plans for infants and toddlers who are at risk for significant language impairments.

26. (B) Holophrases
During early language development, children often use a single word to convey a complex thought or a full sentence. The meaning of this utterance is heavily dependent on the context and the child's intonation. This stage marks a transition from simple labeling to more functional communication, showing that the child understands the underlying concepts before mastering syntax.

27. (A) Both A and R are true and R is the correct explanation of A
Many grammatical markers in spoken English are brief and occur at high acoustic frequencies with low intensity. Children with profound hearing loss who lack adequate amplification often fail to perceive these subtle sounds. Consequently, they struggle to acquire word endings that signify plurals or tense, leading to significant challenges in mastering the morphological and syntactical rules.

28. (C) The average number of morphemes or words per utterance in a language sample
This metric serves as a reliable indicator of a child's grammatical development and syntactical complexity. By analyzing a representative sample of spontaneous speech or signing, clinicians can calculate the average length of the child's productions. A higher value generally correlates

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appropriate intervention planning for the local population.

87. (D) Uses eight handshapes at four face locations to resolve phonetic ambiguities of lip-reading
This system is designed to make spoken language completely visible to a person who is deaf. By combining specific hand signals with natural speech, it provides visual information needed to distinguish between sounds that look identical on the lips. It is a powerful tool for supporting the development of literacy and language skills in children with significant hearing loss.

88. (A) It confirms stapedius muscle contraction, offering objective info on middle ear and brainstem
Finding the lowest level at which this involuntary reflex occurs provides important clues about the health of the auditory system. It can help confirm the results of other tests and identify issues with the nerves that carry signals to and from the brain. Because it is an objective measure, it is especially useful for testing infants and toddlers.

89. (B) Observing a student requesting a snack or asking to use the restroom in their daily school setting
This type of assessment looks at how a child uses their communication skills to get their needs met in real-life situations. It focuses on the practical application of language rather than just their knowledge of words or grammar. Seeing how a student interacts with others in their natural environment provides the most realistic picture of communicative effectiveness.

90. (B) To regulate the passage between oral and nasal cavities, preventing nasal air escape during speech
This mechanism acts as a valve that closes off the nose during the production of most speech sounds. Proper functioning is essential for creating the air pressure needed for clear consonants and for maintaining the correct balance of resonance. If the port does not close completely, speech can sound overly nasal and may be very difficult to understand.

91. (A) Breaking a complex skill down into small, sequential, and teachable steps
This process is fundamental for teaching students with disabilities, as it makes daunting tasks more manageable. By identifying every single step required to complete an activity, teachers can provide targeted instruction and monitor progress more effectively. It allows for a more personalized approach that meets the student at their current level of ability and builds toward independence.

92. (C) The middle ear is currently healthy and functioning normally despite past medical history
These results show that the eardrum is moving as it should and the hearing is within the expected range across all frequencies. Even if a child has had many ear infections in the past, these findings indicate that there is no active fluid or permanent damage affecting their hearing at the moment. This is a positive indicator for development.

93. (D) To evaluate learning potential using a test-teach-retest model to see response to support
This approach goes beyond measuring what a student already knows to see how they respond to help and guidance. By providing support during the assessment, the teacher can determine which strategies are most effective for that individual. This information is vital for planning instruction that is tailored to the student's unique learning style and potential for growth.

94. (C) Final Consonant Deletion
This phonological process occurs when a child consistently leaves off the last sound of a word. While this is a normal part of early language development, its continued use can make it hard for listeners to distinguish between different words. Identifying and addressing this pattern in speech therapy helps improve the child's overall intelligibility and communicative effectiveness.

95. (B) Speakers in the test room rather than headphones or insert receivers
This method of presenting sound is often used when a child refuses to wear earphones or when an audiologist wants to evaluate how a child hears with their hearing aids or cochlear implants. While it provides useful information about the child's overall hearing in a room, it does not allow for the separate measurement of each ear's individual.

96. (D) A notified Medical Authority designated by the government
The law requires that the official documentation needed to prove a disability must be issued

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57. (B) A poor signal-to-noise ratio (SNR) in the classroom
For children with hearing loss, the presence of background noise can severely interfere with their ability to understand speech. Even if they have good hearing in a quiet clinic, the typical sounds of a busy school environment can mask the teacher's voice. Ensuring that the desired message is significantly louder than the background noise is crucial.

58. (B) Registration with the RCI on the Central Rehabilitation Register
The law mandates that all rehabilitation professionals, including special educators and audiologists, must be registered with the national council to practice legally in India. This ensures that only qualified individuals with the necessary training are providing services to people with disabilities. Professionals must maintain their registration by participating in continuous education programs to keep skills current.

59. (A) Middle ear effusion (fluid behind the eardrum)
A flat line on the test indicates that the eardrum is not moving at all in response to pressure changes. When the volume of the ear canal is measured as normal, it confirms that the eardrum is intact but there is something behind it, like fluid, that is preventing vibration. This condition is common in temporary loss.

60. (A) Both A and R are true and R is the correct explanation of A
Learning to read typically involves connecting the sounds of spoken language to the letters on a page. Children who cannot hear these sounds clearly struggle to build the necessary phonological foundation. This makes the transition to written language much more difficult, as they are essentially trying to learn a code for a system they have not mastered.

61. (D) Speech Discrimination Score
This assessment determines how clearly a person can understand spoken words when they are presented at a volume that is easy for them to hear. The score is given as a percentage of correctly repeated words. This information is vital for understanding the functional impact of hearing loss and for predicting how much benefit a person might get.

62. (C) Mixed Hearing Loss
This type of impairment occurs when there is a problem in both the sound-conducting parts of the ear and the sensory or neural parts. On an audiogram, this is shown by elevated thresholds for both air and bone conduction, but with a significant gap between the two. Treating this condition often requires a combination of management.

63. (B) I and II only
Conductive hearing loss is caused by issues that prevent sound waves from reaching the inner ear efficiently. This can include problems in the ear canal, such as wax buildup, or in the middle ear, such as fluid or damaged ossicles. Since the cochlea and the auditory nerve remain healthy, sound can still be perceived clearly.

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64. (A) 500 Hz, 1000 Hz, 2000 Hz, and 4000 Hz
Most of the sounds that are essential for understanding human speech fall within this specific frequency band. Testing these frequencies allows audiologists to calculate an average that reflects a person's ability to hear conversation in daily life. This information is crucial for diagnosing the impact of hearing loss on communication and for determining the appropriate settings.

65. (A) Syntax and Morphology
The error described shows a failure to use the correct word order and grammatical markers, such as the auxiliary verb and the specific word ending. These elements are part of the rules for building sentences and modifying words to show tense. Such challenges are common in children with hearing loss who miss these subtle linguistic cues.

66. (A) Both A and R are true and R is the correct explanation of A
This assessment tool is favored because it focuses on the practical skills a student needs for daily living and independence. By measuring performance in real-world tasks, it provides a clear picture of what the student has mastered and what they still need to learn. This direct link to the curriculum makes it an invaluable resource.

67. (A) /m/, /u/, /a/, /i/, /sh/, /s/
These specific sounds were selected because they span the entire range of frequencies used

CHAPTER 32

Basic Research and Statistics

1. Which of the following best defines "Action Research" in the context of a special education classroom?
(A) Systematic inquiry conducted by external clinical psychologists to identify and classify developmental disorders
(B) Practitioner-led, reflective inquiry aimed at solving immediate, practical classroom teaching problems
(C) Large-scale, longitudinal quantitative research designed to generalize student disability rates across the country
(D) Experimental laboratory research conducted to identify specific genetic and neurological markers of disability

2. Single-Subject Research Designs (SSRDs) are highly utilized in special education research. What is the primary characteristic that distinguishes SSRDs from traditional group designs?
(A) They avoid the use of objective or quantitative measurement of target behaviors
(B) They require the clinical administration of standardized norm-referenced intelligence batteries
(C) They rely strictly on qualitative, phenomenological interviews with parents of children with disabilities
(D) They use a single participant or a small group of participants who serve as their own control

3. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Single-Subject Research Designs (SSRDs) are highly preferred over group designs in special education research.
Reason (R): It is difficult to find large, homogeneous groups of students with specific low-incidence disabilities to meet the assumptions of parametric group designs.
Based on the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. When a special educator administers a standardized intelligence test and obtains an IQ score for a student with intellectual disability, which level of measurement scale does this score represent?
(A) Nominal Scale
(B) Ordinal Scale
(C) Interval Scale
(D) Ratio Scale

5. Ms. Sunita, a special educator, wants to reduce the frequency of head-banging behavior in an autistic child. She records the frequency of the behavior for five days without intervention. She then introduces a sensory integration technique for five days. She subsequently withdraws the technique for five days and records the behavior, and finally reintroduces the technique for another five days. Which research design did Ms. Sunita employ?
(A) ABAB Withdrawal/Reversal Design
(B) Multiple Baseline Design across Behaviors
(C) Posttest-Only Control Group Design
(D) Qualitative Case Study Design

6. In a normal probability curve (NPC) of test scores, which of the following statements is mathematically correct regarding the relationship between the mean, median, and mode?
(A) The mean is always higher than the median, which is higher than the mode
(B) The median is located at +1 standard deviation from the mean and mode
(C) The mean, median, and mode represent three completely separate, non-overlapping peaks
(D) The mode, median, and mean coincide at the exact center of the distribution

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in real-world educational settings

52. When a researcher reports that the results of an intervention study are statistically significant at "$p < 0.05$", what does this statement mean conceptually?
(A) The developmental intervention was effective for only exactly 5% of the children in the sample
(B) The researcher can be 95% confident that the null hypothesis of no difference is absolutely true
(C) The probability of the observed difference occurring by chance is under 5%
(D) The standardized assessment tool has a measurement error of exactly 5 scale points in the final scoring

53. What is the correct chronological sequence of phases in a standard ABAB reversal design?
(A) Baseline, Intervention, Withdrawal of Intervention, Reintroduction of Intervention
(B) Intervention, Baseline, Reintroduction of Intervention, Withdrawal of Intervention
(C) Baseline, Withdrawal of Intervention, Intervention, Reintroduction of Intervention
(D) Intervention, Withdrawal of Intervention, Baseline, Reintroduction of Intervention

54. Identify the correct pair matching a low-incidence disability category under the RPWD Act 2016 with its primary methodological sampling challenge in research:
(A) Multiple Sclerosis — Showing extremely high ceiling effects on standard intellectual testing
(B) Specific Learning Disability — Exhibiting a complete absence of verbal or expressive communication abilities
(C) Locomotor Disability — Showing an absolute inability to respond to any written questionnaire items
(D) Acid Attack Survivors — Finding groups for large-sample comparisons

55. A research team decides to use a Mixed-Methods design to evaluate the implementation of inclusive education in a district. What are the primary benefits of this research approach?
I. It combines quantitative data (survey scores) with qualitative data (focus group interviews) to provide a comprehensive understanding.
II. It allows the researcher to completely bypass ethical clearance and informed consent procedures.
III. The qualitative findings can help explain and elaborate on the statistical trends observed in the quantitative data.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

56. Identify the INCORRECT pair regarding statistical symbols and their standard meanings:
(A) μ (Mu) — The standard mathematical symbol representing the true Population Mean value
(B) σ (Sigma) — The standard mathematical symbol representing the Population Standard Deviation
(C) df — Cumulative frequency of a distribution
(D) N — The absolute total number of participants in the entire sample population

57. Which of the following is NOT classified as a threat to the external validity of an intervention study conducted in a special school?
(A) Interaction of testing and treatment (pretest sensitization affecting subsequent posttest responses)
(B) Interaction of selection and treatment (sample characteristics not representative of the wider population of interest)
(C) Reactive effects of experimental arrangements (the Hawthorne Effect where participants alter behavior because of observation)
(D) Instrument decay (changes in tool calibration or observer fatigue over time)

58. For the clinical diagnosis of Intellectual Disability, which type of assessment battery is most appropriate and statistically robust?
(A) A combination of norm-referenced intelligence tests and adaptive behavior scales
(B) A single, teacher-made informal spelling and writing checklist administered in a group classroom setting
(C) An unstructured, subjective clinical interview with the child's age-matched peers on the playground
(D) A standard academic achievement test designed and standardized for typical regular high school students

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15. A researcher wants to study the lived experiences of parents of children with deaf-blindness in India. Because this is an extremely low-incidence population, the researcher starts with two identified parents and asks them to refer other parents of children with deaf-blindness. What sampling technique is being utilized?
(A) Simple Random Sampling
(B) Stratified Random Sampling
(C) Systematic Sampling
(D) Snowball Sampling

16. In psycho-educational statistics, which of the following is NOT classified as a measure of dispersion?
(A) Standard Deviation
(B) Range
(C) Median
(D) Quartile Deviation

17. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Standard deviation is a more stable and reliable measure of variability than the range.
Reason (R): Standard deviation is calculated based on every score in the distribution, whereas range is based only on the two extreme scores.
Based on the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

18. Which of the following is the most appropriate method to establish "Inter-rater reliability" when assessing a student with ADHD using a direct observation tool in a regular classroom?
(A) Having the same observer rate the child on two different days using the same standard observation checklist
(B) Administering a behavior checklist to the child's mother and then a completely different checklist to the teacher
(C) Splitting the items on the observation scale into odd and even numbers and comparing the scores for consistency
(D) Having two independent observers rate the child simultaneously to calculate their percentage of agreement

19. If a distribution of spelling test scores of children with learning disabilities is highly negatively skewed, which of the following represents the correct mathematical relationship between the measures of central tendency?
(A) Mean $>$ Median $>$ Mode
(B) Mode $>$ Median $>$ Mean
(C) Mean $=$ Median $=$ Mode
(D) Mode $>$ Mean $>$ Median

20. Which of the following ethical considerations must be strictly adhered to when conducting research involving children with moderate-to-severe intellectual disabilities?
I. Obtaining legal guardian or parental informed consent.
II. Securing child assent to the extent possible based on their cognitive/communication level.
III. Ensuring voluntary participation with the freedom to withdraw at any point without penalty.
IV. Fully disclosing all research hypotheses directly to the child using complex statistical terminology.
V. Protecting participant confidentiality through anonymization of data.
Which of the statements given above are correct?
(A) I, II, III, and IV only
(B) I, II, III, and V only
(C) I, III, IV, and V only
(D) II, III, and V only

21. When designing an inclusive classroom environment, a special education administrator reviews research on Universal Design for Learning (UDL). How should research findings be utilized to implement UDL effectively?
(A) By providing research-validated multiple means of representation, expression, and engagement
(B) By choosing a single, highly standardized instructional method that past literature proves works for the average child
(C) By isolating children with developmental disabilities in a specialized research laboratory setting separate from peers
(D) By strictly avoiding the use of modern digital technology in daily instruction to keep classroom designs uncomplicated

22. A researcher is evaluating the impact of a newly developed computer-assisted Braille instruction program on the reading speed of students with

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progress, effort, and academic achievement

37. Which of the following is NOT a characteristic of a well-formulated research hypothesis in special education?
(A) It must be a complex, philosophical question that cannot be measured
(B) It must be testable and falsifiable through empirical data collection
(C) It must be stated in clear, precise, and completely unambiguous terms
(D) It must suggest a clear relationship between two or more specific variables

38. A researcher wants to conduct a direct observation study of off-task behaviors in a resource room. To minimize the "Observer Effect" (where students change their behavior because they know they are being watched), what is the most appropriate strategy?
(A) The observer should sit prominently at the front of the classroom and verbally correct any off-task student behavior
(B) The observer should use highly obvious video recording cameras pointed directly at targeted students during the session
(C) The observer should offer sweetened candies and other rewards to students before starting the official observation
(D) The observer should conduct a baseline habituation period in the room before data collection

39. In educational research, what is the impact of increasing the sample size on the width of the confidence interval and the precision of the sample estimate?
(A) The confidence interval becomes wider, and the estimate becomes less precise
(B) The confidence interval becomes narrower, and the estimate becomes more precise
(C) The confidence interval remains unchanged, but the estimate becomes less precise
(D) The confidence interval and the precision both drop to absolute zero

40. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Qualitative clinical case studies of individual children with rare genetic conditions (e.g., Angelman Syndrome) lack external validity.
Reason (R): Case study designs prioritize a deep, contextualized understanding of a single case over statistical generalization to a wider population.
Based on the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. A special education research group is evaluating the impact of co-teaching on the academic engagement of students with learning disabilities in inclusive classrooms. To gather objective data on classroom interactions, they decide to use a systematic interval-recording observation system. This approach is an application of:
(A) High-control laboratory experimentation
(B) Retrospective historical documentary analysis
(C) Subjective intuitive reflection
(D) Quantitative descriptive observation research

42. In determining the quality and validity of Action Research conducted by a practicing special teacher, which of the following criteria are most critical?
I. The degree to which the research solves a practical problem in the immediate classroom.
II. The active involvement of the teacher as a reflective practitioner.
III. The utilization of extremely advanced multi-factorial parametric statistics on huge national samples.
IV. The ethical protection of students' rights and well-being.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

43. A study reveals that as the number of hours of intensive phonological training increases for a group of children with dyslexia, the number of reading decoding errors significantly decreases. What type of correlation does this relationship represent?
(A) Perfect Positive Correlation
(B) Negative Correlation
(C) Moderate Positive Correlation

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30. Which of the following is an INCORRECT assumption regarding the use of non-parametric statistics in educational research?
(A) They are used when the sample data do not follow a standard normal distribution pattern
(B) They are highly suitable for small, specific sample sizes often encountered in special education settings
(C) They require interval or ratio data with equal variances
(D) They can be easily applied to nominal or ordinal level measurements of variables

31. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Stratified random sampling is superior to simple random sampling when a researcher wants to compare distinct subgroups within a school population.
Reason (R): Stratified sampling ensures that low-incidence subgroups (e.g., children with autism in a mainstream school) are represented in the sample in proportion to their population.
Based on the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

32. A test developer is adapting an international learning disability screening tool for Indian children. They translate and modify items to align with the cultural and linguistic context of Indian schools. This process of ensuring the items represent the actual domain of skills being measured is primarily aimed at establishing:
(A) Test-retest reliability
(B) Concurrent validity
(C) Content validity
(D) Split-half reliability

33. Which of the following represents the correct logical sequence of steps in testing a research hypothesis?
(A) Collect data, Formulate null hypothesis, Set significance level, Run statistical test, Make decision
(B) Formulate null hypothesis, Set significance level, Collect data, Run statistical test, Make decision
(C) Run statistical test, Collect data, Formulate null hypothesis, Set significance level, Make decision
(D) Set significance level, Make decision, Formulate null hypothesis, Collect data, Run statistical test

34. Identify the correct pair matching a threat to the internal validity of an educational intervention experiment with its correct definition:
(A) History — Natural developmental or physiological changes occurring within the participants over time
(B) Maturation — Specific external events occurring between the pretest and posttest that are external to the intervention
(C) Testing — The effect of a researcher's biased attitude on the performance of the experimental group
(D) Mortality — The loss of research participants from the experimental or control groups during the study

35. When drafting an Informed Consent form for parents of children with developmental delays participating in a school-based intervention study, which of the following components are legally and ethically required?
I. A clear description of the study's purpose, procedures, and duration.
II. A statement of potential risks and benefits to the child.
III. A clause stating that parents forfeit their right to withdraw once the study begins.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

36. Identify the INCORRECT pair regarding types of assessment tools and their corresponding operational descriptions in special education:
(A) Anecdotal Record — A highly detailed, completely objective, chronological narrative of a specific behavioral incident
(B) Rating Scale — A tool used to gauge the frequency, intensity, or quality of a particular behavior along a structured continuum
(C) Checklist — A list of behaviors requiring the observer to rate quality on a 5-point scale
(D) Portfolio — A purposeful, organized collection of student work over time showing

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design
(B) Pretest-Posttest Control Group Design
(C) One-Group Pretest-Posttest pre-experimental design
(D) Solomon Four-Group comprehensive experimental design

66. In the measurement of human behavior and development, what is a "Construct"?
(A) A physical, concrete instructional object used by teachers during classroom-based science experiments
(B) The specific architectural blueprint and physical layout of an inclusive special school resource room
(C) A systematic mathematical calculation error committed by researchers during electronic statistical data entry
(D) A theoretical, unobservable psychological trait (e.g., intelligence) inferred from behaviors

67. On a standardized psychometric assessment with a mean of 50 and a standard deviation of 10, what does a T-score of 50 indicate?
(A) The student scored at the norm group mean
(B) The student scored at the extreme upper end of the distribution
(C) The student scored exactly five standard deviations above the mean
(D) The student answered exactly fifty percent of the questions incorrectly

68. In statistics, what are the mathematically defined Mean (μ) and Standard Deviation (σ) of a Standard Normal Distribution (Z-score distribution)?
(A) Mean = 0, SD = 1
(B) Mean = 10, SD = 3
(C) Mean = 50, SD = 10
(D) Mean = 100, SD = 15

69. Which of the following statements correctly differentiates between Criterion-Referenced Tests (CRT) and Norm-Referenced Tests (NRT)?
(A) CRT compares performance against a standard, whereas NRT compares it to a peer group
(B) CRT is always highly standardized, whereas NRT is exclusively informal, qualitative, and teacher-made in nature
(C) CRT is designed for selecting high-performing students for national scholarships, whereas NRT is used for daily IEP monitoring
(D) CRT measures abstract, unobservable psychological constructs, whereas NRT measures basic physical and motor reflexes only

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70. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): In a highly negatively skewed distribution of test scores, the median is a more representative measure of central tendency than the mean.
Reason (R): The median is unaffected by extreme outlier scores at either tail of the distribution.
Based on the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. When using a 5-point Likert scale (ranging from Strongly Agree to Strongly Disagree) to measure regular teachers' attitudes toward inclusive education, which of the following statements is INCORRECT?
(A) The Likert scale represents a standard example of an ordinal level of measurement in social science research
(B) The intervals between adjacent response options are mathematically proven to be equal
(C) A higher cumulative score on the Likert scale is interpreted as representing a more positive attitude toward inclusion
(D) The collected responses can be statistically analyzed using non-parametric methods such as the Chi-Square test

72. Which of the following are essential design features required to demonstrate a functional relation in a Single-Subject Experimental Design (SSED)?
I. Repeated measurement of the target behavior over time.
II. Verification of the intervention effect through withdrawal, reversal, or multiple baselines.
III. Random selection of at least 100 participants from the general population.
IV. Stable baseline performance before the intervention is introduced.
Which of the statements given above are correct?

(D) Zero Correlation

44. Under Section 28 of the Rights of Persons with Disabilities (RPWD) Act, 2016, the government is mandated to promote research and development in which of the following areas?
(A) Developing and administering clinical drug trials for genetic physical conditions in institutionalized settings
(B) Habilitation, rehabilitation, assistive technology, and technology transfer
(C) Developing standardized national intelligence tests to restrict entrance into public mainstream schools
(D) Advanced space exploration and engineering training programs tailored specifically for neurodivergent individuals

45. A researcher wants to evaluate the effectiveness of a new PECS (Picture Exchange Communication System) protocol for a non-verbal child with autism. The researcher measures the behavior across three distinct settings: the classroom, the playground, and the home. The intervention is introduced at different points in time for each setting to establish a functional relationship. What specific design is this?
(A) Multiple Baseline across Settings
(B) Reversal Design involving ABAB phases
(C) Changing Criterion behavioral design
(D) Static Group Comparison experimental design

46. In qualitative educational research, what does the term "Triangulation" refer to?
(A) The process of dividing the research sample into three equal, non-overlapping groups for comparative statistical analysis
(B) A specialized statistical technique used to calculate the area of three intersecting normal probability curves
(C) The use of multiple data sources or methods to cross-verify findings
(D) An assessment method where three different classroom teachers rate a child using the exact same subjective Likert scale

47. The concept of "Action Research" was first coined and developed in social psychology and education by which of the following theorists?
(A) B.F. Skinner
(B) Jean Piaget
(C) Lev Vygotsky
(D) Kurt Lewin

48. In statistical analysis, Pearson's Product-Moment Correlation Coefficient (r) is used to measure the linear relationship between two continuous variables. What is the mathematical range of values that this coefficient can take?
(A) -1.00 to +1.00
(B) -2.00 to +2.00
(C) -5.00 to +5.00
(D) -10.00 to +10.00

49. To apply parametric statistical tests (such as the t-test or ANOVA) to research data, several underlying assumptions must be met. Which of the following is a key assumption of parametric tests?
(A) The dependent variables must be measured using a nominal scale of measurement
(B) The group variances must be homogeneous
(C) The sample scores must be highly skewed and non-normally distributed in the population
(D) The target sample must be selected using non-probability purposive sampling methods only

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50. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): In a distribution of test scores that is highly positively skewed, the mean value is greater than the median value.
Reason (R): The mean is highly sensitive to extreme scores and is pulled in the direction of the elongated tail of the distribution.
Based on the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. Which of the following statements is INCORRECT regarding Quasi-Experimental research designs in education?
(A) They possess higher internal validity than true experimental designs
(B) They are commonly used when random assignment of participants to groups is not possible or ethical
(C) They use intact, pre-existing classroom groups rather than randomly constructed groups
(D) They allow researchers to study interventions

7. In hypothesis testing within special education research, a researcher commits a Type I error (Alpha error) when they:
(A) Fail to reject the null hypothesis when it is actually false
(B) Reject the null hypothesis when it is actually true
(C) Reject the alternative hypothesis when it is actually true
(D) Accept both the null and alternative hypotheses simultaneously

8. Consider the following characteristics of Action Research conducted in an inclusive school:
I. It is highly collaborative and context-specific.
II. It prioritizes immediate local solutions over global generalizability.
III. It must always be conducted by neutral external observers.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

9. In psycho-educational assessment, which of the following statements best describes the relationship between reliability and validity?
(A) A test can be valid without being reliable, but it cannot be reliable without being valid
(B) Reliability and validity are independent concepts with no logical relationship
(C) Increasing the reliability of a test automatically guarantees a high degree of content validity
(D) A test can be reliable without being valid, but it cannot be valid without being reliable

10. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): In educational research, a high test-retest reliability coefficient does not automatically guarantee that the test is valid.
Reason (R): Reliability is a necessary but not sufficient condition for validity.
Based on the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following outlines the correct sequential phases of the Action Research cycle as formulated by Stephen Corey and Kurt Lewin?
(A) Act, Plan, Reflect, Observe
(B) Plan, Act, Observe, Reflect
(C) Observe, Reflect, Plan, Act
(D) Reflect, Plan, Act, Observe

12. Which of the following features are characteristic of a Standardized Norm-Referenced Test (NRT) used in Special Education?
I. It compares a student's performance to a national or regional peer group.
II. It uses highly structured, uniform administration and scoring procedures.
III. It is primarily used to determine mastery of a very specific classroom curriculum unit.
IV. It reports scores using percentile ranks, stanines, or standard scores.
Which of the statements given above are correct?
(A) I and II only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

13. Identify the correct pair matching the level of measurement scale with its corresponding educational data example:
(A) Nominal Scale — Ranks of students in a class based on academic performance
(B) Ordinal Scale — Classifying students into categories of visual, hearing, or intellectual disability
(C) Interval Scale — Standardized test scores (like IQ) with equal intervals but no absolute zero
(D) Ratio Scale — Standardized IQ scores with an absolute arbitrary zero point

14. Identify the INCORRECT pair of a parametric statistical test and its corresponding non-parametric alternative:
(A) Independent Samples t-test — Mann-Whitney U test of ranks
(B) Paired Samples t-test — Wilcoxon Signed-Rank matched pairs test
(C) Pearson Correlation — Chi-Square Test of independence
(D) One-Way Analysis of Variance (ANOVA) — Kruskal-Wallis test

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59. What is the impact of a "Restriction of Range" in the variables of interest on the calculated Pearson Correlation Coefficient (r)?
(A) It dramatically inflates the correlation coefficient, making relationships look stronger than they are
(B) It attenuates or underestimates the true correlation coefficient between the variables
(C) It has absolutely no effect on the correlation coefficient
(D) It changes the correlation coefficient from a decimal to an integer value

60. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Double-blind research designs are exceptionally difficult to implement in educational pedagogy research.
Reason (R): Special educators cannot remain unaware of the teaching strategy or assistive technology intervention they are actively delivering to their students.
Based on the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. In inclusive education research, what is the role of Participatory Action Research (PAR)?
(A) Involving individuals with disabilities as co-researchers rather than passive subjects
(B) Isolating children with severe intellectual disabilities in separate specialized research laboratory booths
(C) Standardizing psychometric tests without adapting them to meet individual accessibility and sensory needs
(D) Replacing all empirical classroom assessments with nationwide subjective public opinion polls and surveys

62. When conducting a Functional Behavior Assessment (FBA) as an applied classroom research tool, what is the correct chronological order of the steps involved?
I. Defining the target behavior operationally.
II. Collecting direct baseline data using ABC (Antecedent-Behavior-Consequence) charts.
III. Formulating a hypothesis regarding the function of the behavior.
IV. Designing and implementing a Behavior Intervention Plan (BIP) based on the hypothesis.
V. Continuously monitoring and evaluating the effectiveness of the plan.
(A) I, II, III, IV, V
(B) II, I, III, IV, V
(C) I, III, II, IV, V
(D) III, I, II, IV, V

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63. A student with dyslexia scores at the 85th percentile on a standardized reading comprehension test. How should this result be interpreted to the parents?
(A) The student answered exactly 85% of the total questions on this standardized reading test correctly
(B) The student failed the examination since they did not reach the high 90th percentile passing threshold
(C) The student is performing at an 8.5 grade equivalent level in all academic subject areas combined
(D) The student performed better than or equal to 85% of the norm group

64. According to the National Education Policy (NEP) 2020, how should research-based practices (evidence-based practices) be integrated into the teaching of Children with Special Needs (CWSN)?
(A) Teachers should strictly adhere to traditional lecture-style methods and completely avoid modern assistive technologies
(B) Only university professors are permitted to apply research findings, while school teachers must strictly follow textbook manuals
(C) Teachers must use research-validated, evidence-based pedagogies to support diverse learners
(D) Empirical research involving children with special needs should be completely banned to protect students from academic testing

65. A child psychologist is testing a new cognitive training software program for children with ADHD. They randomly assign 40 children with ADHD to either the software training group or a waitlist control group. They measure attention span before the intervention and six weeks after the intervention. What research design was utilized?
(A) Static Group Comparison experimental

visual impairment. In this study, what are the Independent Variable (IV) and the Dependent Variable (DV)?
(A) IV: Reading speed scores; DV: Braille instruction program
(B) IV: Severity of visual impairment; DV: Computer hardware
(C) IV: Student chronological age; DV: Classroom temperature
(D) IV: Braille program; DV: Reading speed

23. Under the provisions of the Rehabilitation Council of India (RCI) Act, 1992, which of the following is a primary statutory function related to research and education in special education?
(A) Designing and executing clinical drug trials for the treatment of various neurological and physical conditions in children
(B) Regulating and standardizing training curricula for rehabilitation and special education professionals
(C) Funding and organizing national sports tournaments and athletic events for children with physical and orthopedic impairments
(D) Providing direct individual monthly financial pensions to families of children diagnosed with severe developmental delays

24. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): An ordinal scale of measurement is insufficient for calculating the arithmetic mean of a set of scores.
Reason (R): Ordinal scales do not assume equal intervals between consecutive units on the scale. Based on the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

25. What is the meaning of "Standard Error of Measurement" (SEM) in educational testing?
(A) The specific amount of mathematical calculation error committed by a teacher when scoring subjective essay exams
(B) An index of the structural invalidity of test content relative to the curriculum
(C) The proportion of school-aged students who failed a standardized test due to systematic, district-level grading errors
(D) The expected fluctuation in a student's score due to measurement error

26. In statistics, if a student's raw score on an adaptive behavior scale is converted to a standard Z-score, what is the formula used to calculate this Z-score?
(A) Z = (Raw Score - Mean) / Standard Deviation
(B) Z = (Mean - Raw Score) Standard Deviation
(C) Z = Raw Score / (Mean Standard Deviation)
(D) Z = (Raw Score + Mean) / Standard Error

27. In a perfectly symmetrical Normal Probability Curve (NPC), approximately what percentage of the total cases fall between -1 Standard Deviation and +1 Standard Deviation from the mean?
(A) 50.00%
(B) 68.26%
(C) 95.44%
(D) 99.73%

28. A special educator wants to compare the social skills scores of a group of children with Down Syndrome who attended an inclusive preschool with another group who attended a segregated special school. Assuming the scores are normally distributed interval data, which statistical test is most appropriate for comparing the means of these two independent groups?
(A) Chi-Square Test of Independence
(B) Independent Samples t-test
(C) Paired Samples t-test
(D) Pearson Product-Moment Correlation

29. Which of the following statements is correct regarding the use of qualitative research methods in special education?
(A) Qualitative research uses naturalistic methods to study the lived experiences of individuals with disabilities
(B) Qualitative research strictly aims to establish cause-and-effect relationships between variables using highly controlled laboratory conditions
(C) Qualitative research is considered invalid by the Rehabilitation Council of India because it lacks standard deviations and mean scores
(D) Qualitative research requires a minimum sample size of 500 participants selected via multi-stage simple random probability sampling

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(A) I and II only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

73. Identify the correct pair matching a type of validity with its standard method of determination:
(A) Content Validity — Running an advanced multi-factor analysis on a large set of personality questions
(B) Construct Validity — Convening a panel of experienced spelling teachers to evaluate test vocabulary difficulty
(C) Face Validity — Calculating the mathematical correlation coefficient between odd and even test items
(D) Criterion Validity — Correlating scores with an established gold-standard test

74. Identify the INCORRECT pair matching a type of reliability with its primary calculation method:
(A) Inter-Rater Reliability — Calculating a single participant's mean scores over ten years
(B) Split-Half Reliability — Applying the Spearman-Brown Prophecy Formula to adjust the calculated split-half correlation
(C) Internal Consistency — Calculating Cronbach's Alpha or using the Kuder-Richardson formula twenty (KR-20) for binary items
(D) Test-Retest Reliability — Correlating scores of the exact same test administered to the same group at two separate points in time

75. In statistical terminology, which of the following is NOT a parameter?
(A) Population Mean (μ)
(B) Sample Mean (X-bar)
(C) Population Variance (σ^2)
(D) Population Proportion (P)

76. A researcher conducting a longitudinal study on the developmental trajectory of children with autism faces a high rate of participant attrition (dropout) over a three-year period. What is the most appropriate way to address this methodological issue when reporting results?
(A) Completely ignore the dropped-out participants and pretend they were never enrolled in the longitudinal study at all
(B) Report attrition transparently and analyze if dropouts differed from those who remained
(C) Fabricate realistic-looking data points for the missing participants to maintain a perfectly balanced sample size
(D) Retroactively redefine the core research hypothesis after data collection to match only the remaining participants

77. What is the mathematical effect of increasing the length of a test (i.e., adding more high-quality, parallel items) on the overall reliability coefficient of the assessment tool?
(A) The reliability coefficient increases
(B) The reliability coefficient decreases systematically
(C) The reliability coefficient remains completely unchanged
(D) The reliability coefficient drops immediately to zero

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78. When reporting research findings regarding marginalized communities of children with disabilities, what is the most ethical and culturally responsive practice for researchers?
(A) Using highly pathologizing, clinical medical model language to shock the target audience into paying immediate attention
(B) Publishing the personal medical files and actual full names of child participants to prove the absolute authenticity of research
(C) Presenting findings in objective, community-preferred language without reinforcing stereotypes
(D) Generalizing local qualitative case study observations as universal empirical truths representing all disabled individuals globally

79. On a standardized intelligence scale with a Mean of 100 and a Standard Deviation (SD) of 15, a student with a developmental delay obtains a score that is exactly 2 Standard Deviations below the mean. What is this student's actual IQ score?
(A) 55
(B) 70
(C) 85
(D) 130

80. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Content validity is highly critical for educational achievement tests but is less dependent on statistical correlation coefficients.

unnecessary classroom distractions
(C) Inclusive schools should use Station Teaching to encourage small-group instruction
(D) Station Teaching should be reserved exclusively for students who do not present with any special educational needs

95. If a student with ADHD scores exactly at the Mean on a standardized attention-span task, what is their corresponding Z-score?
(A) -1.00
(B) 0.00
(C) +0.50
(D) +1.00

96. Under Article 31 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), member states are mandated to do which of the following regarding research and data?
(A) Keep all disability-related statistics confidential from public scrutiny and international monitoring bodies
(B) Conduct compulsory medical and genetic experiments on persons with disabilities to find absolute cures
(C) Collect statistical and research data to enable them to formulate and implement policies
(D) Restrict academic research on inclusive educational practices to save government financial resources

97. In educational intervention research, what is the "Hawthorne Effect"?
(A) A dramatic drop in student academic and behavioral performance due to fatigue and long testing hours
(B) The tendency of participants to alter behavior simply because they know they are being studied
(C) The systematic loss of research participants from a school-based study over an extended period of time
(D) The statistical regression phenomenon where extreme scores tend to slide back toward the mean on subsequent testing

98. The widespread adoption of "Action Research" as a methodology to improve school practices and curriculum development in the mid-20th century was largely popularized in the United States by which educational researcher?
(A) B.F. Skinner
(B) John Dewey
(C) Edward Thorndike
(D) Stephen Corey

99. In a standard normal distribution of test scores, approximately what percentage of the population falls above a Z-score of +1.00?
(A) 2.28%
(B) 15.87%
(C) 34.13%
(D) 50.00%

100. A special educator selects the lowest 10% of students on a pretest of reading fluency to participate in a remedial reading program. On the posttest, the students show a dramatic improvement in scores. However, the researcher must be cautious because extreme scores on a first testing naturally tend to move closer to the group mean on a second testing due to which statistical phenomenon?
(A) Selection Bias during participant recruitment
(B) History Effect due to external environment
(C) Regression to the Mean
(D) Maturation over the course of the study

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Extract data, Synthesize findings
(C) Search databases, Screen articles for eligibility, Extract data, Formulate research question, Synthesize findings
(D) Screen articles for eligibility, Formulate research question, Search databases, Synthesize findings, Extract data

88. Identify the correct pair matching a statistical test with its primary research objective:
(A) Pearson r — Comparing and analyzing the frequencies of categorical variables in a multi-way contingency table
(B) Chi-Square Test — Evaluating the causal, directional relationship between an independent variable and a dependent variable
(C) One-Way ANOVA — Comparing the means of three or more independent groups
(D) Paired Samples t-test — Correlating and comparing two ordinal level variables of high-incidence disability populations

89. Identify the INCORRECT pair regarding a qualitative data collection method and its primary drawback in educational research:
(A) Focus Group Discussion — Participants may feel pressured to conform to social desirability rather than expressing true opinions
(B) Direct Observation — Highly prone to observer bias and reactive behaviors of the students being watched
(C) Document Analysis — Limited by the availability, accuracy, and completeness of existing historical school records
(D) Semi-Structured Interview — Offers zero flexibility, preventing the researcher from asking follow-up questions

90. Which of the following is NOT classified as a probability sampling method?
(A) Purposive Sampling
(B) Simple Random Sampling
(C) Stratified Random Sampling
(D) Cluster Sampling

91. A special educator is preparing a clinical case study of a child with an extremely rare genetic syndrome for publication in an academic journal. How should the researcher ensure the child's right to privacy and confidentiality is protected?
(A) By publishing the child's full biological name, home address, and current school name so other researchers can verify findings
(B) By using a pseudonym, removing identifiers, and obtaining parent consent for publication
(C) By publishing the case details without parental consent, provided the child's face is digitally blurred in all photographs
(D) By calling the child's classmates and teachers to verify if they recognize the case description in the draft manuscript text

92. When describing a highly skewed distribution of classroom test scores, why is the Median often preferred over the Mean as a measure of central tendency?
I. The median is less affected by extreme, atypical scores (outliers) in the distribution.
II. The median represents the exact middle point, dividing the class scores into two equal halves.
III. The median is much easier to calculate than the mean when using large datasets.
IV. The median corresponds to the 50th percentile rank.
Which of the statements given above are correct?
(A) I and II only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

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93. What is the consequence of choosing a highly conservative Significance Level (e.g., changing Alpha from $\alpha = 0.05$ to $\alpha = 0.01$) on the probability of committing a Type II error (Beta)?
(A) The probability of committing a Type II error increases
(B) The probability of committing a Type II error decreases
(C) The probability of committing a Type II error remains absolutely unchanged
(D) The probability of committing a Type II error drops to zero

94. A research study evaluates the efficacy of two co-teaching models: "One Teach, One Assist" versus "Station Teaching." The researchers measure the academic progress of students with mild intellectual disabilities. The study finds that Station Teaching results in significantly higher engagement scores. How can this research finding be applied in inclusive classroom pedagogy?
(A) Teachers should abandon all collaborative instructional models and return directly to segregated special classrooms
(B) Both instructional models should be completely banned because research creates

individuals have access to modern tools and methods supporting daily functioning.

45. (A) Multiple Baseline across Settings
In a multiple baseline across settings design, an intervention is introduced sequentially across different environments, such as the classroom and playground. A functional relationship is established if the behavior changes only when the intervention is applied in each specific setting. This design is useful when it is unethical to withdraw an intervention, providing clear evidence of effectiveness across various contexts.

46. (C) The use of multiple data sources or methods to cross-verify findings
Triangulation involves using different methods, data sources, or researchers to study the same phenomenon. This approach increases the credibility and validity of qualitative findings by cross-verifying information and reducing the impact of individual biases. In special education, this might involve combining teacher interviews, classroom observations, and student work samples to gain a more comprehensive understanding of interventions.

47. (D) Kurt Lewin
Kurt Lewin, a social psychologist, is credited with developing the concept of action research in the 1940s. He viewed it as a cyclical process of social change and research that could solve practical problems. His work emphasized the importance of democratic participation and reflection, laying the foundation for modern practitioner-led inquiry in education aimed at systematic improvement of practices.

48. (A) -1.00 to +1.00
The Pearson Product-Moment Correlation Coefficient ranges from -1.00 to +1.00. A value of +1.00 indicates a perfect positive linear relationship, while -1.00 indicates a perfect negative relationship. A coefficient of 0.00 signifies no linear relationship between the variables. This range allows researchers to quantify the strength and direction of associations between two continuous variables in educational data sets.

49. (B) The group variances must be homogeneous
Parametric tests like the t-test and ANOVA rely on several assumptions, including the homogeneity of variance, which means the spread of scores should be similar across groups. Other assumptions include a normal distribution of the population and the use of interval or ratio scales. Meeting these criteria ensures that the statistical results are accurate and that the calculated probabilities are valid.

50. (A) Both A and R are true and R is the correct explanation of A
In a positively skewed distribution, a few high outlier scores pull the mean toward the right, making it larger than the median. The mean is highly sensitive to extreme values, whereas the median remains more stable as it identifies the center point. Understanding this relationship is vital for correctly interpreting student performance data when most scores are concentrated at the lower end.

51. (A) They possess higher internal validity than true experimental designs
Quasi-experimental designs generally have lower internal validity than true experiments because they lack random assignment to groups. This makes it harder to rule out confounding variables. However, they are highly practical in educational research as they allow for the study of intact classrooms. While they offer high external validity, they cannot establish cause-and-effect as firmly as randomized controlled trials.

52. (C) The probability of the observed difference occurring by chance is under 5%
A p-value of less than 0.05 indicates that there is a less than 5% probability that the observed results occurred by random chance. This allows the researcher to reject the null hypothesis with a 95% level of confidence. Statistical significance suggests that the intervention or relationship being studied is likely real and not just a result of sampling error or variability.

53. (A) Baseline, Intervention, Withdrawal of Intervention, Reintroduction of Intervention
The ABAB design consists of four phases: the initial baseline (A), the first intervention phase (B), the withdrawal of the intervention (A), and its final reintroduction (B). By observing the behavior return to baseline levels when the treatment is removed, researchers can demonstrate a clear functional relationship between the intervention and the observed behavioral changes, providing strong experimental control.

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ANSWERS

1. (B) Practitioner-led, reflective inquiry aimed at solving immediate, practical classroom teaching problems

Action research involves a cyclical process of planning, acting, observing, and reflecting conducted by teachers. It empowers practitioners to address immediate challenges through systematic inquiry within their specific educational context. This methodology prioritizes localized improvement over broad theoretical generalizations, fostering professional growth and enhanced student learning outcomes through continuous reflection on instructional practices to improve classroom teaching methods.

2. (D) They use a single participant or a small group of participants who serve as their own control

Single-subject research designs focus on individual performance over time rather than group averages. Participants serve as their own control by comparing behavioral data across different phases, such as baseline and intervention. This approach is particularly valuable in special education for studying low-incidence populations and tailoring interventions to meet specific individual needs while maintaining high internal validity during investigations.

3. (A) Both A and R are true and R is the correct explanation of A

Special education research often involves low-incidence disabilities, making it difficult to recruit large, homogeneous samples required for traditional group designs. Consequently, researchers prefer single-subject designs which allow for rigorous experimental study with small numbers. These designs accommodate the inherent variability within clinical populations, providing evidence-based insights into individual student progress that parametric group statistics might otherwise obscure.

4. (C) Interval Scale

Standardized intelligence quotients are measured on an interval scale because they possess equal units of measurement between scores. While these scores allow for the comparison of differences in magnitude, they lack an absolute zero point. This means a score of zero does not represent a complete absence of intelligence, distinguishing it from ratio scales used for many physical measurements.

5. (A) ABAB Withdrawal/Reversal Design

The ABAB design involves establishing a baseline, introducing an intervention, withdrawing it to see if behavior returns to baseline levels, and then reintroducing it. This reversal process demonstrates a functional relationship between the technique and the target behavior. It provides strong experimental control by showing that changes in head-banging are directly linked to the specific sensory integration technique.

6. (D) The mode, median, and mean coincide at the exact center of the distribution

In a perfectly symmetrical normal probability curve, the distribution of scores is balanced around the midpoint. Consequently, the mean, median, and mode are mathematically identical and located at the highest peak of the curve. This symmetry ensures that fifty percent of the cases fall on either side of these measures, forming the characteristic bell-shaped graphical representation of data.

7. (B) Reject the null hypothesis when it is actually true

A Type I error occurs when a researcher identifies a significant effect or relationship that does not actually exist in the population. By rejecting a true null hypothesis, the researcher falsely concludes that an intervention was effective. This is often controlled by setting a strict alpha level, which limits the probability of making such a false positive claim.

8. (A) I and II only

Action research is characterized by its collaborative nature and focus on solving specific, local classroom issues. It is conducted by practitioners themselves rather than external observers to improve their own teaching environments. While findings might not be globally generalizable, they provide immediate, practical solutions that enhance the quality of

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27. (B) 68.26%
Within a normal probability curve, the area under the curve represents the frequency of scores. Approximately 68.26% of all cases fall within one standard deviation above and below the mean. This statistical property is fundamental for interpreting standardized test results, as it identifies the range where the majority of the population typically performs in a normal distribution of scores.

28. (B) Independent Samples t-test
The independent samples t-test is used to determine if there is a statistically significant difference between the means of two unrelated groups. It is the appropriate choice when data are normally distributed and measured on an interval or ratio scale. In this scenario, it allows the researcher to compare social skills scores across different educational settings for groups of children.

29. (A) Qualitative research uses naturalistic methods to study the lived experiences of individuals with disabilities
Qualitative research focuses on understanding human experiences and perspectives within their natural settings. It uses methods like interviews, observations, and case studies to provide rich, descriptive data about individuals with disabilities and their families. This approach is highly valued in special education for exploring complex social phenomena and providing insights that purely quantitative data may fail to capture accurately.

30. (C) They require interval or ratio data with equal variances
Non-parametric statistics are distribution-free tests that do not require data to meet the stringent assumptions of normality or equal variance. They are primarily designed for nominal or ordinal data, rather than requiring equal-interval measurement. These tests are highly suitable for the small, non-normally distributed samples frequently encountered in special education research, providing a flexible alternative to parametric statistical methods.

31. (A) Both A and R are true and R is the correct explanation of A
Stratified random sampling involves dividing a population into subgroups and sampling from each to ensure representation. This technique is superior when certain groups, like children with autism, are a small percentage of the total population. By guaranteeing the inclusion of these low-incidence subgroups, researchers can make more accurate comparisons and generalizations across different categories within the school system.

32. (C) Content validity
Content validity ensures that an assessment tool adequately covers the entire domain of knowledge or skills it intends to measure. By adapting and translating items to fit the Indian cultural context, developers ensure that the test is relevant and representative for the target population. This process is qualitative and relies on expert judgment to confirm the appropriateness of test content.

33. (B) Formulate null hypothesis, Set significance level, Collect data, Run statistical test, Make decision
Hypothesis testing begins with formulating a null hypothesis and setting a significance level to define the threshold for rejecting it. The researcher then collects data and runs a statistical test to calculate the probability of the results occurring by chance. Finally, a decision is made to either reject or fail to reject the null hypothesis based on the evidence.

34. (D) Mortality — The loss of research participants from the experimental or control groups during the study
Mortality, also known as attrition, refers to the loss of participants during a research study, which can bias results if those who leave differ significantly from those who stay. Maturation refers to internal changes in participants, while history involves external events. Correctly identifying these threats is essential for ensuring that changes in the dependent variable are truly due to interventions.

35. (A) I and II only
Informed consent must include a clear explanation of the study's purpose, procedures, duration, and any potential risks or benefits. It is ethically mandatory to inform parents that participation is voluntary and they have the right to withdraw at any time without penalty. A clause requiring parents to forfeit their right to withdraw would be a major ethical violation.

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18. (D) Having two independent observers rate the child simultaneously to calculate their percentage of agreement
Inter-rater reliability is established by comparing the observations of two or more independent evaluators watching the same event. By calculating the percentage of agreement between their scores, researchers can determine the objectivity and consistency of the measurement tool. This process minimizes individual bias, ensuring that the behavior of a student with ADHD is recorded accurately and reliably during observation.

19. (B) Mode > Median > Mean
In a negatively skewed distribution, the majority of scores are high, with a tail extending toward the lower values. This pull toward the left causes the mean to be lower than the median, while the mode remains at the peak of the curve. Consequently, the mode is the highest value, followed by the median and then the mean.

20. (B) I, II, III, and V only
Ethical research with children with intellectual disabilities requires informed consent from guardians and assent from the children themselves. Participants must be free to withdraw at any time without repercussions, and their data must remain confidential through anonymization. Using complex statistical terminology with children is inappropriate; instead, researchers should communicate in a manner consistent with the child's cognitive level.

21. (A) By providing research-validated multiple means of representation, expression, and engagement
Universal Design for Learning is a framework based on research that aims to provide equal opportunities for all students. It utilizes multiple methods of representation, action, expression, and engagement to accommodate diverse learning needs. By applying these research-validated principles, educators can create inclusive environments that reduce barriers and maximize learning for students with and without disabilities in classrooms.

22. (D) IV: Braille program; DV: Reading speed
In experimental research, the independent variable is the factor manipulated by the researcher to observe its effects. Here, the Braille instruction program is the independent variable. The dependent variable is the outcome being measured, which in this study is the reading speed. Researchers analyze how changes in the instruction program lead to variations in students' reading performance scores.

23. (B) Regulating and standardizing training curricula for rehabilitation and special education professionals
The Rehabilitation Council of India is a statutory body responsible for standardizing and regulating training programs for professionals in the field of rehabilitation and special education. Its primary research and educational functions include developing curricula, maintaining a central register of professionals, and ensuring high-quality training standards. This regulation ensures that service providers are adequately prepared for their roles.

24. (A) Both A and R are true and R is the correct explanation of A
Calculating an arithmetic mean requires interval or ratio data where the distances between units are equal. An ordinal scale only provides information about the rank order of scores, not the magnitude of difference between them. Since the intervals between ranks are not necessarily uniform, using the mean would be mathematically misleading, making the median a more appropriate measure.

25. (D) The expected fluctuation in a student's score due to measurement error
The Standard Error of Measurement estimates how much a student's observed score might vary from their true score due to random errors. It provides a range of scores, or confidence interval, within which the individual's actual ability likely falls. A smaller SEM indicates higher reliability of the test, offering educators a clearer understanding of the student's true performance.

26. (A) Z = (Raw Score - Mean) / Standard Deviation
A Z-score indicates how many standard deviations a raw score is above or below the mean of a distribution. The formula subtracts the population mean from the individual score and divides the result by the standard deviation. This transformation allows researchers to compare scores from different assessments on a common scale with a mean of zero and one.

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Reason (R): Content validity is established through a logical analysis of test items by subject matter experts to ensure adequate representation of the curriculum domain.

Based on the above statements, choose the correct option:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

81. What is an "Operational Definition" of a variable in empirical educational research?
(A) A standard dictionary-style definition of a complex psychological or educational term of interest
(B) A description of a variable in terms of the specific operations used to measure it
(C) A set of clinical medical rules for performing corrective physical surgeries on children with disabilities
(D) An abstract, highly philosophical and conceptual explanation of a specific child developmental stage

82. In the history of intelligence testing and measurement, who developed the concept of "Mental Age" (MA) to compare a child's cognitive performance with their chronological peers?
(A) Lewis Terman
(B) David Wechsler
(C) Charles Spearman
(D) Alfred Binet

83. Which non-parametric statistical test is designed to analyze contingency tables to determine if there is a significant association between two categorical variables (e.g., gender and disability classification)?
(A) Chi-Square Test of Independence
(B) t-test
(C) Mann-Whitney U test
(D) Pearson Correlation Coefficient

84. Which of the following is the primary purpose of conducting a "Pilot Study" before launching a large-scale intervention research project in special education?
(A) To obtain final regulatory and ethical publication approval from the central government before starting
(B) To prove conclusively that the alternative research hypothesis is one hundred percent correct prior to collecting real data
(C) To test the feasibility of procedures and refine tools on a small sample
(D) To train and prepare participants to give the specific, expected answers that the primary researcher desires

85. Which of the following factors can act as threats to the external validity (generalizability) of research findings in the field of inclusive education?
I. The specific demographic characteristics of the research sample (e.g., age, socioeconomic status).
II. The unique characteristics of the school environment where the study was conducted.
III. The novelty effect of using high-tech assistive equipment in a school that has never had any.
IV. The regression to the mean of extremely low scorers.
V. The history effect of a national curriculum change midway through the study.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, IV, and V only
(C) II, III, and V only
(D) I, III, IV, and V only

86. Which of the following is an INCORRECT statement regarding the "Null Hypothesis" (H_0) in educational research?
(A) It states that there is no statistically significant difference or relationship between variables in the population
(B) It represents the hypothesis that is directly tested and either rejected or failed to be rejected by analytical tests
(C) It serves as a baseline, standard logical proposition against which the alternative hypothesis is formally evaluated
(D) It is formulated after the researcher has completed all statistical calculations

87. What is the correct chronological sequence of steps in conducting a systematic review of literature in special education research?
(A) Synthesize findings, Screen articles for eligibility, Formulate research question, Search databases, Extract data
(B) Formulate research question, Search databases, Screen articles for eligibility,

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36. (C) Checklist — A list of behaviors requiring the observer to rate quality on a 5-point scale
A checklist is a simple assessment tool used to record the presence or absence of specific behaviors, typically using a binary "yes" or "no" format. It does not measure the quality or intensity of a behavior on a multi-point scale; that function is served by a rating scale. Understanding these distinctions helps educators choose the most appropriate tool for behavioral monitoring.

37. (A) It must be a complex, philosophical question that cannot be measured
A well-formulated research hypothesis must be clear, precise, and testable using empirical data. It should suggest a specific relationship between variables and be falsifiable through systematic observation or experimentation. Philosophical questions that cannot be measured are unsuitable for scientific inquiry because they do not allow for objective testing or the collection of verifiable evidence within a research study framework.

38. (D) The observer should conduct a baseline habituation period in the room before data collection
The observer effect occurs when individuals change their behavior because they are aware of being watched. To minimize this, researchers can use a habituation period, allowing students to become accustomed to the observer's presence before data collection begins. This strategy helps ensure that the recorded behaviors are more representative of the students' natural actions within the classroom or resource room.

39. (B) The confidence interval becomes narrower, and the estimate becomes more precise
Increasing the sample size reduces the standard error, which leads to a narrower confidence interval. This results in a more precise estimate of the population parameter, as larger samples are generally more representative of the whole. Enhanced precision allows researchers to be more confident in their findings and improves the power of statistical tests to detect meaningful effects or relationships.

40. (A) Both A and R are true and R is the correct explanation of A
Qualitative case studies prioritize a deep, holistic understanding of an individual's unique circumstances, which limits their external validity or generalizability to larger populations. This is especially true for rare conditions where samples are extremely small. However, the value of these studies lies in providing detailed insights into complex developmental trajectories that cannot be captured through broad statistical group analysis.

41. (D) Quantitative descriptive observation research
Systematic interval recording is a quantitative method used to observe and record the occurrence of behaviors within specific time blocks. It provides objective, numerical data on classroom interactions and engagement without manipulating the environment. This descriptive approach allows researchers to analyze patterns and frequencies of behavior in naturalistic settings, supporting evidence-based decisions in inclusive education and management of classrooms.

42. (B) I, II, and IV only
Quality in action research is determined by its ability to solve practical classroom problems and the depth of the teacher's reflection. Ethical protection of students is also paramount. Unlike formal academic research, it does not require huge national samples or complex parametric statistics. Instead, its value lies in its direct impact on local teaching practices and professional development of the educator.

43. (B) Negative Correlation
A negative correlation exists when two variables move in opposite directions. In this study, as the hours of phonological training increase, the number of reading decoding errors decreases. This inverse relationship indicates that the intervention is associated with improved performance. Such findings are critical in special education for identifying effective instructional strategies that help reduce specific learning difficulties in students.

44. (B) Habilitation, rehabilitation, assistive technology, and technology transfer
Section 28 of the RPWD Act 2016 requires the government to promote research in areas that improve the lives of persons with disabilities. This includes developing habilitation and rehabilitation services, as well as advancing assistive technology and technology transfer. These efforts are intended to enhance independence and inclusion, ensuring that

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inclusive education and address unique student needs very effectively.

9. (D) A test can be reliable without being valid, but it cannot be valid without being reliable
Reliability refers to the consistency of a measurement, while validity refers to its accuracy. For an assessment to be valid, it must first be reliable, ensuring that results are stable. However, a test can produce consistent results without actually measuring the intended construct. Therefore, reliability is a necessary prerequisite for validity but does not guarantee its successful achievement.

10. (A) Both A and R are true and R is the correct explanation of A
A test can consistently yield the same results, demonstrating high reliability, yet fail to measure the intended skill or construct accurately. Validity requires that a tool is both consistent and true to its purpose. Because reliability only ensures stability across time or items, it serves as a foundation for validity but remains insufficient on its own for assessment.

11. (B) Plan, Act, Observe, Reflect
The Action Research cycle is a systematic process designed for continuous improvement in educational settings. Practitioners start by planning an intervention to address a classroom issue, then act by implementing the plan. Next, they observe the outcomes through data collection and finally reflect on the results to inform the next cycle of planning and instructional refinement for students.

12. (B) I, II, and IV only
Norm-referenced tests compare an individual's performance to a larger peer group using standardized scores like percentiles or stanines. These assessments utilize uniform administration procedures to ensure fairness and consistency across different testing environments. Unlike criterion-referenced tests, they are not primarily intended to measure mastery of specific classroom units but rather to rank students relative to a broad population.

13. (C) Interval Scale — Standardized test scores (like IQ) with equal intervals but no absolute zero
Interval scales, such as those used for IQ tests, feature equal distances between measurement units but lack a true zero point. This distinguishes them from nominal scales used for categorization and ordinal scales used for ranking. While interval data allow for addition and subtraction, they do not support the multiplication or division operations possible with ratio-level measurements in physical sciences.

14. (C) Pearson Correlation — Chi-Square Test of independence
Pearson Correlation is a parametric test used to measure the relationship between continuous interval or ratio variables. Its non-parametric counterpart is Spearman's Rank Correlation, which analyzes ordinal data. The Chi-Square test of independence is used for categorical nominal data, making it an inappropriate substitute for Pearson's coefficient in studies involving linear relationships between continuous educational data sets.

15. (D) Snowball Sampling
Snowball sampling is a non-probability technique where initial participants refer others who meet the study's criteria. This method is especially useful for reaching hidden or low-incidence populations, such as parents of children with deaf-blindness. By leveraging social networks, researchers can build a sample size that would be difficult to obtain through traditional random sampling methods in research.

16. (C) Median
Measures of dispersion, including range, standard deviation, and quartile deviation, describe how spread out scores are in a distribution. In contrast, the median is a measure of central tendency that identifies the middle point of a data set. Understanding the difference between spread and center is crucial for accurately interpreting the variability of student performance in special education assessments.

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17. (A) Both A and R are true and R is the correct explanation of A
Standard deviation provides a more comprehensive view of variability because it considers every individual score's distance from the mean. The range only accounts for the highest and lowest values, making it highly susceptible to outliers. Because standard deviation uses all available data points, it offers a more stable and reliable statistical measure for analyzing educational assessment results for researchers.

54. (D) Acid Attack Survivors — Finding groups for large-sample comparisons
Researching low-incidence populations like acid attack survivors presents significant sampling challenges due to the small number of individuals available for study. Finding sufficiently large groups to conduct comparative or generalizable research is difficult. This often necessitates the use of qualitative methods, case studies, or snowball sampling to gather meaningful data from these marginalized groups within disability research frameworks.

55. (C) I and III only
Mixed-methods research combines quantitative and qualitative data to provide a more holistic view of an issue. Statistical trends can be identified through surveys, while interviews help explain the underlying reasons for those trends. This approach strengthens findings through triangulation but does not bypass ethical requirements; informed consent and ethical clearance remain mandatory for all research involving human participants.

56. (C) df — Cumulative frequency of a distribution
In statistics, "df" stands for degrees of freedom, which refers to the number of values in a final calculation that are free to vary. It is a critical component for determining the significance of various statistical tests. Cumulative frequency is typically represented by "cf." Symbols like Mu and Sigma represent population parameters, and N represents the total number of participants in a sample.

57. (D) Instrument decay (changes in tool calibration or observer fatigue over time)
External validity refers to the generalizability of research findings. Threats include interaction effects and the Hawthorne effect. Instrument decay, which involves changes in tool calibration or observer consistency over time, is a threat to internal validity because it affects the accuracy of the measurements within the study itself. It does not directly impact the ability to apply findings to other settings.

58. (A) A combination of norm-referenced intelligence tests and adaptive behavior scales
A clinically robust diagnosis of intellectual disability requires assessing both intellectual functioning and adaptive behavior. Standardized IQ tests measure cognitive abilities, while adaptive behavior scales evaluate practical daily living skills. This comprehensive approach ensures a more accurate profile of the individual's needs and fulfills international diagnostic criteria, which consider both intellectual deficits and limitations in conceptual, social, and practical domains.

59. (B) It attenuates or underestimates the true correlation coefficient between the variables
A restriction of range occurs when the data used in a correlation analysis do not cover the full spectrum of possible values. This leads to an underestimation or attenuation of the true relationship between the variables. In educational research, if a sample only includes students with high scores, the calculated correlation coefficient will likely be lower than if the full range of abilities were represented.

60. (A) Both A and R are true and R is the correct explanation of A
Double-blind designs, where neither participants nor researchers know who receives the treatment, are difficult to implement in education. Teachers must be aware of the strategies or technologies they use to provide effective instruction. This awareness can introduce bias, but it is an inherent part of educational interventions where the practitioner is the primary delivery agent of the research-based teaching method.

61. (A) Involving individuals with disabilities as co-researchers rather than passive subjects
Participatory Action Research shifts the role of individuals with disabilities from passive subjects to active partners in the research process. They contribute to defining problems, collecting data, and interpreting results. This approach ensures that research is relevant to their lived experiences and promotes empowerment and social change, aligning with the philosophy of the disability rights movement in research.

62. (A) I, II, III, IV, V
A Functional Behavior Assessment follows a logical progression starting with defining the target behavior operationally. Next, researchers collect baseline data using ABC charts to understand antecedents and consequences. From this data, a hypothesis about the behavior's function is formed. A behavior intervention plan is then implemented, followed by continuous

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during the mid-20th century. He emphasized that teachers should conduct research in their own settings to solve practical problems and improve educational quality, fostering the growth of the teacher-as-researcher movement in special education.

99. (B) 15.87%
In a standard normal distribution, approximately 34.13% of the population falls between the mean and a Z-score of +1.00. Since 50% of the population falls above the mean, subtracting 34.13% from 50% leaves approximately 15.87% of the cases above a Z-score of +1.00. Understanding these percentages is essential for interpreting percentile ranks and standard scores in educational and psychological testing.

100. (C) Regression to the Mean
Regression to the mean is a statistical phenomenon where individuals who score extremely high or low on a first test tend to score closer to the group average on subsequent testings. This occurs due to random measurement error rather than actual change in ability. Researchers must use control groups to ensure that observed improvements are due to interventions and not statistical tendencies.

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controversial in some social science research contexts.

72. (B) I, II, and IV only
To demonstrate a functional relationship in a single-subject design, researchers must use repeated measurements to establish a stable baseline before introducing an intervention. The effect must then be verified through techniques like withdrawal or multiple baselines. Large samples are not required; the focus is on the individual. These design features ensure that changes in behavior can be confidently attributed to the intervention.

73. (D) Criterion Validity — Correlating scores with an established gold-standard test
Criterion validity is established by demonstrating a strong correlation between scores on a new test and scores on an established, valid measure of the same construct. Content validity is assessed through expert review of items, and construct validity often uses factor analysis. Correctly identifying these methods is essential for ensuring that assessment tools accurately measure the intended skills in special education research.

74. (A) Inter-Rater Reliability — Calculating a single participant's mean scores over ten years
Inter-rater reliability involves comparing scores given by two or more independent observers who evaluate the same behavior or performance. It measures the level of consistency between raters. Calculating a single participant's scores over time is related to stability or test-retest reliability. Ensuring multiple raters agree is critical for reducing subjectivity and bias in behavioral assessments within various research environments.

75. (B) Sample Mean (X-bar)
In statistics, a parameter is a value that describes a characteristic of an entire population, such as the population mean or variance. A statistic, such as the sample mean, describes a characteristic of a specific sample taken from that population. Researchers use sample statistics to estimate population parameters, which is a fundamental concept in inferential statistical analysis and hypothesis testing procedures.

76. (B) Report attrition transparently and analyze if dropouts differed from those who remained
Attrition can bias longitudinal study results if those who drop out have different characteristics than those who remain. Researchers must report attrition rates transparently and conduct analyses to determine if there were systematic differences between the groups. This ensures the integrity of findings and allows readers to judge the generalizability of results, maintaining ethical and methodological transparency in research reports.

77. (A) The reliability coefficient increases
Adding more high-quality, parallel items to a test generally increases its reliability. This is because a longer test provides a broader and more consistent sample of the behavior or knowledge being measured, which reduces the influence of random error. The Spearman-Brown Prophecy Formula is often used to estimate how much the reliability will improve as test length is increased.

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78. (C) Presenting findings in objective, community-preferred language without reinforcing stereotypes
Ethical research reporting requires using respectful and objective language that aligns with the preferences of the community being studied. Researchers should avoid pathologizing terms that reinforce negative stereotypes. Protecting participant confidentiality by anonymizing data is also essential. By presenting findings in a culturally responsive manner, researchers can contribute to positive social change and respect the dignity of individuals with disabilities.

79. (B) 70
On a standardized IQ scale with a mean of 100 and a standard deviation of 15, one standard deviation below the mean is 85. Therefore, a score that is exactly two standard deviations below the mean is calculated as 100 minus 30, resulting in an IQ score of 70. This score is traditionally used as a threshold in the diagnosis of intellectual disability.

80. (A) Both A and R are true and R is the correct explanation of A
Content validity is a non-statistical type of validity established through the qualitative analysis of test items by subject matter experts. It ensures that the test adequately represents

III. It supports the integration of visual aids, sign language, and graphic organizers across all subjects to build academic vocabulary.

Which of the statement(s) given above is/are correct?

(A) I and II
(B) I and III
(C) II and III
(D) II only

7. When a school-based multidisciplinary team collaborates to design an IEP for a child with Cerebral Palsy, which of the following combinations of professionals represents the most integrated, non-overlapping service delivery model under RCI guidelines?

(A) School Headmaster, Developmental Pediatrician, Clinical Child Psychologist, and Psychiatric Social Worker
(B) Certified Special Educator, Vocational Instructor, Rehabilitation Audiologist, and Orthotic Prosthetic Technician
(C) Adapted Physical Education Teacher, Expressive Art Teacher, Music Therapist, and Drama Therapist
(D) Regular Education Teacher, Special Educator, Occupational Therapist, Physiotherapist, and Speech-Language Pathologist

8. The historical shift in Special Education from the "Medical Model" to the "Social and Rights-Based Model" is epistemologically characterized by which of the following perspectives?

(A) Viewing disability as a construct of environmental, attitudinal, and systemic barriers that restrict full participation.
(B) Locating the core disability deficit within the individual child and prioritizing clinical-medical rehabilitation.
(C) Eliminating all standardized educational classifications and teaching all students with completely identical materials.
(D) Placing the entire structural responsibility of accommodation on specialized medical professionals and family units.

9. Master Aarav is an 8-year-old child with spastic quadriplegic Cerebral Palsy and severe non-verbal communication limitations. The school administration plans to establish an assistive technology adaptation team to design a customized communication-and-writing workstation. Under the Rehabilitation Council of India (RCI) regulations, which specialized team must be formulated to legally and professionally certify this workstation's ergonomic and pedagogical safety?

(A) A general school guidance counselor, an adaptive computer hardware technician, and a regular classroom volunteer
(B) A rehabilitation engineer, a physical therapist, a speech-language pathologist, and a certified special educator
(C) A developmental pediatrician, a regular primary school subject teacher, and a general administrative supervisor
(D) An occupational therapist, a clinical child psychologist, and a general education school building administrator

10. Research indicates that girls with developmental and intellectual disabilities face "double discrimination" in education. Which of the following represents the most systemic barrier arising from this intersectionality in Indian schools?

(A) Systemic over-identification of learning disabilities and behavioral disorders in girls compared to their male peers.
(B) Higher rates of drop-out at the onset of puberty due to lack of accessible, barrier-free sanitation facilities and safety measures.
(C) Excessively high academic and vocational expectations placed on girls with special needs by regular classroom subject teachers.
(D) Complete and absolute exclusion of girls with developmental delays from basic non-verbal communication training systems.

11. What is the primary reason why young girls with Attention Deficit Hyperactivity Disorder (ADHD) are historically under-identified and under-referred for special education services compared to boys?

(A) Girls are more likely to present with the inattentive subtype of ADHD, which manifests as daydreaming or quiet disorganization rather than disruptive hyperactive behavior.
(B) ADHD is a neurodevelopmental disorder that biologically does not manifest in female populations until late adulthood or post-menopausal stages.
(C) Girls possess natural coping mechanisms that make them highly responsive to minor behavioral modifications without needing specialized educational services.

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the researcher to ask follow-up questions and explore new topics. They are not rigid or devoid of flexibility. This flexibility is a key strength, allowing researchers to gain deeper insights into the participants' perspectives and experiences, which is valuable in special education research.

90. (A) Purposive Sampling
Purposive sampling is a non-probability technique where participants are selected based on specific characteristics or the researcher's judgment. Unlike simple random, stratified, or cluster sampling, it does not give every individual in the population a known chance of selection. While useful for in-depth qualitative studies, purposive sampling does not allow for the statistical generalization of findings to a larger population.

91. (B) By using a pseudonym, removing identifiers, and obtaining parent consent for publication
To protect the privacy and confidentiality of a child in a published case study, researchers must remove all identifying information and use pseudonyms. Obtaining informed consent from parents or legal guardians is also an absolute ethical requirement. These measures ensure that the child cannot be recognized by readers, upholding ethical standards while allowing valuable clinical insights to be shared within professional communities.

92. (B) I, II, and IV only
In a skewed distribution, the median is often preferred over the mean because it is not affected by extreme outlier scores. It represents the 50th percentile rank and accurately identifies the center of the data set by dividing it into two equal halves. While it may or may not be easier to calculate, its primary advantage is providing a more representative measure of central tendency.

93. (A) The probability of committing a Type II error increases
Reducing the alpha level (e.g., from 0.05 to 0.01) makes it harder to reject the null hypothesis, thereby decreasing the risk of a Type I error. However, this also increases the probability of a Type II error, which occurs when a researcher fails to detect a real effect or relationship. Balancing these two types of errors is a critical consideration in statistics.

94. (C) Inclusive schools should use Station Teaching to encourage small-group instruction
Research findings that favor one instructional model over another should be used to inform classroom practice. If station teaching is shown to increase engagement for students with intellectual disabilities, inclusive schools should implement this small-group approach. Evidence-based practices allow educators to select the most effective strategies for their diverse learners, ensuring that pedagogy is grounded in empirical results for better outcomes.

95. (B) 0.00
By definition, a Z-score represents how many standard deviations a score is from the mean. Since a score that is exactly at the mean has a distance of zero standard deviations, its corresponding Z-score is 0.00. Standardizing scores into Z-values allows researchers to interpret and compare results across different types of assessments by placing them on a uniform scale for clear interpretation.

96. (C) Collect statistical and research data to enable them to formulate and implement policies
Article 31 of the UNCRPD requires member states to collect appropriate information, including statistical and research data, to help them formulate and implement policies that give effect to the Convention. This data collection must be conducted ethically and ensure the confidentiality of persons with disabilities. The goal is to identify barriers and evaluate the progress of inclusion and accessibility nationwide.

97. (B) The tendency of participants to alter behavior simply because they know they are being studied
The Hawthorne effect is a type of reactivity where individuals modify their behavior in response to their awareness of being observed or participating in a research study. This can lead to temporary improvements in performance that are not due to the actual intervention. Researchers must account for this effect to ensure that the results they observe are truly a consequence of interventions.

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98. (D) Stephen Corey
While Kurt Lewin developed the theoretical concept, Stephen Corey is widely credited with popularizing action research as a methodology for improving school practices in the United States

the curriculum or domain being measured. For educational achievement tests, this logical alignment is more critical than statistical correlations because it directly relates to whether the test measures what was actually taught.

81. (B) A description of a variable in terms of the specific operations used to measure it
An operational definition specifies the exact procedures and criteria used to measure a variable in a research study. For example, academic engagement might be operationally defined as the number of minutes a student remains on task during a lesson. Clear operational definitions are essential for ensuring that research can be replicated and that variables are measured consistently and objectively.

82. (D) Alfred Binet
Alfred Binet developed the concept of mental age in the early 20th century as part of his work creating the first practical intelligence test. Mental age represents a child's level of cognitive functioning relative to the average performance of children of different chronological ages. This concept was fundamental to the development of the IQ formula, which originally compared mental age to chronological age.

83. (A) Chi-Square Test of Independence
The Chi-Square test of independence is a non-parametric statistic used to determine if there is a significant relationship between two categorical variables. It analyzes the frequencies within a contingency table to see if observed patterns differ from what would be expected by chance. This test is commonly used in special education to examine associations between demographic factors and various educational classifications.

84. (C) To test the feasibility of procedures and refine tools on a small sample
A pilot study is a small-scale preliminary version of a research project used to identify potential problems and test the feasibility of procedures. It allows researchers to refine their instruments, practice data collection methods, and ensure that the larger study will run smoothly. This step is crucial for saving time and resources and for improving the quality and reliability of research.

85. (A) I, II, and III only
External validity is threatened by factors that limit the generalizability of findings to other populations and settings. This includes the unique characteristics of the participants and the school environment, as well as novelty effects where new equipment causes temporary behavioral changes. Regression to the mean and history effects are primarily threats to internal validity as they interfere with determining causation.

86. (D) It is formulated after the researcher has completed all statistical calculations
The null hypothesis must be formulated before data collection and statistical analysis begin. It serves as a neutral starting point for scientific inquiry, stating that no significant relationship or difference exists. Statistical tests are then used to determine the probability of obtaining the observed results if the null hypothesis is true, allowing the researcher to reject or fail to reject it.

87. (B) Formulate research question, Search databases, Screen articles for eligibility, Extract data, Synthesize findings
A systematic literature review begins with a clear research question, followed by a comprehensive search of relevant databases. Articles are then screened for eligibility based on predefined criteria. Data is extracted from the selected studies and finally synthesized to provide a comprehensive overview of the existing evidence on a topic. This structured process ensures the review remains transparent, reproducible, and unbiased.

88. (C) One-Way Analysis of Variance (ANOVA) — Comparing the means of three or more independent groups
Analysis of Variance (ANOVA) is a parametric test used to compare the means of three or more independent groups to see if at least one group differs significantly. While the t-test is limited to two groups, ANOVA allows for broader comparisons. Pearson r measures correlations between continuous variables, and the Chi-Square test analyzes relationships between categorical variables in nominal data.

89. (D) Semi-Structured Interview — Offers zero flexibility, preventing the researcher from asking follow-up questions
Semi-structured interviews are characterized by their flexibility, as they use an interview guide with open-ended questions that allow

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CHAPTER 33

Topics of Syllabus– Teaching Education and Methodology

1. In operant conditioning pedagogy, when a special educator teaches a child with Moderate Intellectual Disability to wash their hands by breaking down the skill into sub-steps, teaching the first step first, and reinforcing it before moving to the next step, which instructional technique is being utilized?
(A) Forward Chaining
(B) Backward Chaining
(C) Total Task Presentation
(D) Systematic Desensitization

2. A special education teacher is teaching a student with Autism Spectrum Disorder (ASD) to write their name. The teacher starts by hand-over-hand physical guidance, then graduates to guiding the wrist, then the elbow, then pointing, and finally providing only verbal cues. This progression is an example of:
(A) Decremental Reinforcement
(B) Stimulus Generalization
(C) Prompt Fading Hierarchy
(D) Shaping by Successive Approximations

3. Read the assertion and reason statements below and choose the correct option:
Assertion (A): For a child with Autism Spectrum Disorder (ASD), a visual schedule must be consistently used before and during any transitioning activity in the school day.
Reason (R): Visual schedules reduce transition-related anxiety by providing predictability, which addresses the executive dysfunction and insistence on sameness characteristically seen in ASD.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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4. In the Picture Exchange Communication System (PECS), which of the following actions is the primary target behaviors of Phase I?
(A) Discriminating between multiple icons on a communication board
(B) Constructing a complete sentence starting with "I want"
(C) Navigating a communication binder to locate category-specific icons
(D) Spontaneously reaching for a picture of a desired item and placing it in the communicative partner's hand

5. Which of the following best describes the difference between "phonological awareness" and "phonics" in the context of reading instruction for children with Specific Learning Disabilities?
(A) Phonological awareness is the understanding of grapheme-phoneme correspondences, whereas phonics is purely oral-auditory word play.
(B) Phonological awareness is an oral-auditory skill involving the manipulation of spoken language parts, whereas phonics involves matching graphemes to phonemes.
(C) Phonological awareness is assessed via written spelling tests, whereas phonics is assessed using silent reading comprehension tests.
(D) Phonological awareness applies only to logographic languages, whereas phonics applies strictly to alphabetic orthographies.

6. Consider the following statements regarding the Language across the Curriculum (LAC) approach for students with Hearing Impairment:
I. It treats language learning as a separate, isolated subject isolated from content areas like science and social science.
II. It emphasizes that language development occurs during content instruction as students read, write, and discuss subject-matter concepts.

monitoring to evaluate its effectiveness and make necessary adjustments over time.

63. (D) The student performed better than or equal to 85% of the norm group
A percentile rank indicates the percentage of individuals in a norm group who scored at or below a particular score. An 85th percentile rank means the student performed as well as or better than 85 percent of their peers. It is a relative measure of performance and does not reflect the percentage of questions answered correctly on the test or a grade equivalent score.

64. (C) Teachers must use research-validated, evidence-based pedagogies to support diverse learners
The National Education Policy 2020 emphasizes the use of evidence-based practices and research-validated pedagogies to support the diverse needs of children with special needs. This approach encourages teachers to integrate modern findings and assistive technologies into their instruction. By relying on proven methods, educators can improve learning outcomes and ensure that all students receive high-quality, inclusive education.

65. (B) Pretest-Posttest Control Group Design
This design involves randomly assigning participants to either an experimental or a control group and measuring the dependent variable both before and after the intervention. In this study, the children with ADHD were measured on attention span before and after the software training. Random assignment and the use of a control group provide strong internal validity by controlling for most threats.

66. (D) A theoretical, unobservable psychological trait (e.g., intelligence) inferred from behaviors
A construct is an abstract psychological concept, such as intelligence, motivation, or anxiety, that cannot be directly observed. Researchers infer the presence and degree of these traits by measuring observable behaviors or responses to specific tasks. In special education research, operationalizing these constructs is essential for developing valid assessment tools and evaluating the effectiveness of various educational interventions and support systems.

67. (A) The student scored at the norm group mean
T-scores are a type of standard score with a fixed mean of 50 and a standard deviation of 10. A score of 50 indicates that the student's performance is exactly average compared to the norm group. This standardized scale allows for easier comparison of results across different tests and helps educators communicate assessment findings clearly to parents and other professionals in the field.

68. (A) Mean = 0, SD = 1
The standard normal distribution, also known as the Z-distribution, is mathematically defined with a mean of zero and a standard deviation of one. All raw scores are transformed into Z-scores to represent their distance from the mean in standard deviation units. This normalization allows for direct comparison of data from different sources and is fundamental for statistical analysis and hypothesis testing.

69. (A) CRT compares performance against a standard, whereas NRT compares it to a peer group
Criterion-referenced tests measure a student's performance against a predetermined set of criteria or learning standards, focusing on mastery of specific skills. Norm-referenced tests, however, compare a student's score to the performance of a representative peer group. While CRTs are useful for tracking individual progress and IEP goals, NRTs provide information about how a student ranks relative to a broader population group.

70. (A) Both A and R are true and R is the correct explanation of A
The mean is sensitive to every score and can be heavily influenced by outliers, which pull it away from the center of a skewed distribution. The median, representing the middle value, is resistant to extreme scores. This makes it a more reliable measure of central tendency in skewed data, providing a more accurate representation of typical student performance in many settings.

71. (B) The intervals between adjacent response options are mathematically proven to be equal
While Likert scales are often treated as interval data, they are technically ordinal because the psychological distance between response options may not be the same. There is no mathematical proof of equal intervals. Therefore, using non-parametric tests like Chi-Square is more appropriate, and assuming equal intervals for calculating means can be statistically

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(D) Standard diagnostic screeners and assessment criteria under the DSM-5 are historically based on diagnostic profiles of boys, focusing heavily on externalizing behaviors.

12. Read the assertion and reason statements below and choose the correct option:
Assertion (A): Girls with intellectual disabilities are at a disproportionately higher risk of systemic abuse and exclusion from reproductive health education in special school settings.
Reason (R): The intersection of gender and disability creates overlapping structural barriers, rendering them highly dependent on caregivers while being perceived as asexual or incapable of self-advocacy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. A special educator adapts a science laboratory for a student with Visual Impairment (VI) to perform chemistry experiments. Which adaptation is considered an environmental and safety-related accommodation?
(A) Replacing all experimental glassware with opaque, heavy ceramic containers to prevent accidental breakage.
(B) Exempting the student from all laboratory work and assigning standard theoretical textbook chapters instead.
(C) Having a peer complete the entire experiment while the student with VI sits in the back of the classroom.
(D) Using high-contrast tactile markers on graduated cylinders, talking digital scales, and auditory liquid level indicators.

14. When teaching advanced geometry to a middle-school student who is blind, which of the following tactile devices is most appropriate for constructing and measuring angles?
(A) Taylor Frame with specialized mathematical types for algebraic calculations
(B) Cranmer Abacus with tactile sliding beads for basic arithmetic computation
(C) Tactile protractor and ruler with a specialized raised-line drawing board
(D) Standard Braille typewriter (such as the manual Perkins Brailler device)

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15. Identify the pedagogy-specific strategies that a teacher should employ to make social sciences accessible for students with Hearing Impairment (HI) in an inclusive classroom:
I. Using extensive lecture methods without pauses to maintain instructional momentum.
II. Utilizing graphic organizers, semantic maps, and visual timelines to represent historical events.
III. Providing captioned educational videos and transcriptions of auditory recordings.
IV. Minimizing facial expressions and lip movements to prevent student distraction.
Which of the following combinations of strategies is correct?
(A) I and II
(B) II and III
(C) I and IV
(D) II, III and IV

16. In the field of special education curriculum development, what is the critical difference between "accommodation" and "modification"?
(A) Accommodations change what the student is expected to learn, while modifications change how the student accesses the material without changing the standard.
(B) Accommodations are only used for physical disabilities, whereas modifications are only used for cognitive disabilities.
(C) Accommodations require RCI approval, whereas modifications can only be decided by the school principal.
(D) Accommodations do not alter the academic grade-level standards or expectations, while modifications change the curriculum complexity and learning standards.

17. According to the National Curriculum Framework (NCF) 2005, how should the assessment of Children with Special Needs (CWSN) be structured in an inclusive classroom?
(A) By using highly flexible, continuous, and comprehensive evaluation (CCE) methods adapted to the child's unique communication and physical requirements.
(B) Through highly standardized, rigid, and strictly time-bound traditional examinations administered in isolated, segregated examination rooms.
(C) By grading CWSN strictly on their daily classroom attendance record rather than their actual academic progression or functional skill acquisition.

(D) Through the complete elimination of all classroom-based assessments, promoting all enrolled CWSN automatically without any qualitative feedback.

18. A special educator is adapting a regular middle-school History curriculum on "The Mughal Empire" for a student with Moderate Intellectual Disability. The rest of the class is analyzing the socio-economic reforms and administrative systems of Akbar. Which of the following represents a pedagogically sound "modification" of the curriculum for this student?

(A) Requiring the student to independently memorize the entire standard textbook chapter on administrative systems without any visual or tactile supports.

(B) Excusing the student entirely from the history curriculum to work on unrelated sensory-motor or self-help tasks in an isolated resource room.

(C) Adapting the learning objective so the student identifies the basic concept of "Emperor" and matches portraits of Akbar to his name using tactile cards.

(D) Providing the student with the exact same high-level written examination paper but simply reading the complex questions out loud without adaptations.

19. How does "Dynamic Assessment," based on Vygany's Zone of Proximal Development (ZPD), differ from traditional "Static Assessment" when evaluating children with learning difficulties?

(A) Dynamic Assessment uses a test-intervene-retest model to evaluate learning potential, whereas Static Assessment measures only current independent performance.

(B) Dynamic Assessment measures only innate genetic potential and neurological capabilities, whereas Static Assessment evaluates only learned academic curriculum skills.

(C) Dynamic Assessment relies strictly on highly structured standardized multiple-choice testing, whereas Static Assessment utilizes informal qualitative classroom observations.

(D) Dynamic Assessment is conducted exclusively by licensed clinical medical practitioners, whereas Static Assessment is administered solely by classroom special education teachers.

20. Which of the following features makes Curriculum-Based Measurement (CBM) highly effective for progress monitoring of students with Specific Learning Disabilities (SLD)?

(A) It is administered strictly once a school year and evaluates the student's overall performance compared directly with a standardized national norm group.

(B) It relies primarily on qualitative student self-reporting and subjective rating scales of their interest levels in different academic subjects.

(C) It assesses only abstract neuropsychological and cognitive processes, such as short-term working memory capacity and auditory processing speed.

(D) It consists of brief, frequent, direct measures of basic skills that are highly sensitive to small increments of student learning over time.

21. Read the assertion and reason statements below and choose the correct option:

Assertion (A): Ecological assessment is more clinically and pedagogically valid than standard norm-referenced intelligence testing for students with Severe and Profound Intellectual Disabilities.

Reason (R): Norm-referenced intelligence tests often present severe floor effects and do not provide the functional, environment-specific skill profiles needed to draft meaningful individual transition plans.

(A) Both A and R are true and R is the correct explanation of A

(B) Both A and R are true but R is not the correct explanation of A

(C) A is true but R is false

(D) A is false but R is true

22. Under the Rights of Persons with Disabilities (RPWD) Act, 2016, Section 16, which of the following is a mandated duty of government and government-aided educational institutions regarding inclusive education?

(A) Establish and fund entirely separate special education schools for all children who are certified to have more than a forty percent benchmark disability.

(B) Levying or charging additional specialized fees from families of CWSN to fully cover the salary and overhead costs of hiring resource-room teachers.

(C) Admitting children with disabilities without

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discrimination and providing education and opportunities for sports and recreation activities equally with others.
(D) Restricting the formal admission of CWSN exclusively to primary classes while referring them to vocational centers after the age of nine years.

23. Universal Design for Learning (UDL) is built upon three core brain-network principles. Which of the following correctly pairs the brain network with its corresponding UDL principle?
(A) Affective Network – Multiple Means of Representation
(B) Recognition Network – Multiple Means of Engagement
(C) Executive Network – Multiple Means of Assessment
(D) Strategic Network – Multiple Means of Action and Expression

24. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) outlines the state parties' obligations towards inclusive education. Which of the following principles are explicitly mandated under this article?
I. Persons with disabilities are not excluded from the general education system on the basis of disability.
II. Access to an inclusive, quality, and free primary and secondary education on an equal basis with others.
III. Provision of reasonable accommodation of the individual's requirements.
IV. Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community.
V. Compulsory segregation of students with developmental disabilities into specialized medical-rehabilitation academies.
Which of the following combinations represents correct statements?
(A) I, II, III and IV
(B) I, II and V
(C) II, III, IV and V
(D) I, III and V

25. An infant with developmental delays is in the sensorimotor stage of cognitive development. The special educator notices that the infant does not search for a toy when it is covered by a cloth screen. Which cognitive milestone should the educator target next in the intervention plan?
(A) Conservation of volume
(B) Object Permanence
(C) Reversibility of operations
(D) Transitive inference

26. According to Urie Bronfenbrenner's Bioecological Systems Theory, how is the "Macrosystem" defined in relation to a child growing up with a physical disability?
(A) The immediate, face-to-face environments and settings containing the developing child, such as the nuclear family, neighborhood peer group, and classroom.
(B) The overarching societal beliefs, cultural values, socio-economic systems, and laws (such as the RPWD Act) that influence the entire developmental climate.
(C) The complex, multi-directional relations and linkages between settings in which the child actively participates, such as home-school and parent-teacher collaboration.
(D) The internal biological, physiological, and genetic maturation of the child's neuro-muscular and skeletal systems as they grow older over time.

27. Master Raghav, a 30-month-old toddler, is referred to an early intervention center. Observations reveal that he exhibits a complete lack of reciprocal social interaction, does not respond to his name, displays repetitive hand-flapping when excited, and does not engage in functional or symbolic play. Which screening tool is most appropriate for the early interventionist to assess the risk of Autism Spectrum Disorder?
(A) Modified Checklist for Autism in Toddlers (M-CHAT-R/F)
(B) Vineland Adaptive Behavior Scales (VABS)
(C) Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
(D) Denver Developmental Screening Test (DDST)

28. How does the pedagogical integration of "Creative Drama" specifically support the social-emotional development of children with high-functioning Autism Spectrum Disorder (ASD)?
(A) By forcing them to memorize and repeat rigid, classical theatrical scripts to eliminate any potential for unprompted behavioral spontaneity.
(B) By systematically isolating them from their peer groups to focus strictly and intensively on individual mechanical facial expression

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and educators are excluded from the team, and all clinical decisions are made solely by a medical hospital administrator.

39. Read the assertion and reason statements below and choose the correct option:
Assertion (A): The transdisciplinary team model is highly effective in early childhood intervention for children with multiple developmental delays.
Reason (R): This model minimizes child and family fragmentation by utilizing "role release" where team members share expertise and a primary service provider delivers integrated interventions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

40. Which of the following practices is most effective for a special educator supporting the gender identity and social-emotional development of adolescents with neurodevelopmental disorders?
(A) Providing explicit, accessible, and inclusive sexuality and relationship education adapted to their cognitive and communication needs.
(B) Enforcing strict, highly traditional gender roles and strictly penalizing any behavioral deviation to prevent societal confusion and anxiety.
(C) Systematically ignoring issues of physical puberty and adult sexuality entirely, treating the growing adolescents as permanent young children.
(D) Mandating the complete physical segregation of male and female students with special needs into separate, non-overlapping wings of the school.

41. In the context of Indian rural schools, which of the following is identified as the most critical structural barrier preventing girls with physical disabilities from sustaining secondary-level education?
(A) The complete lack of high-speed digital computers and smart interactive whiteboards in regular classrooms.
(B) The profound lack of physically accessible, safe, and private sanitation facilities (toilets) along with clean, running water.
(C) The national academic curriculum's heavy theoretical emphasis on complex science and mathematics over liberal humanities.
(D) The absolute and unyielding parental resistance to teaching basic domestic housekeeping and farming activities at home.

42. Consider the following structural barriers that intersect to affect the educational access of a disabled girl from a marginalized community in rural India:
I. Socio-cultural expectations prioritize male education, especially when resources are scarce.
II. Physical inaccessibility of school transport, pathways, and school toilet facilities.
III. Double-marginalization due to caste-based exclusion and systemic prejudice.
IV. The complete absence of female special educators in rural resource centers.
Which of the following combinations represents intersecting barriers?
(A) I and II
(B) II and III
(C) I, II and III
(D) I, II, III and IV

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43. Which of the following sensory-pedagogical techniques uses a hand-and-finger hand-shape system placed near the speaker's mouth to visually represent the phonemes of spoken language, thereby aiding speech reading for children who are deaf?
(A) Cued Speech
(B) Finger-spelling (Rochester Method)
(C) Tactile Sign Language
(D) Total Communication

44. To teach the abstract history concept of "The Indus Valley Civilization" to a student who is totally blind in a regular social science classroom, which pedagogical strategy is most appropriate?
(A) Reading aloud multiple pages of the standard history textbook at a rapid pace without allowing any student questions or interactive discussion.
(B) Excusing the student entirely from the history lesson and assigning them to trace simple embossed alphabetic letters alone in the isolated resource room.
(C) Utilizing 3D tactile replicas of the Great Bath, physical scale models of Harappan seals, and tactile maps showing the geographical distribution of cities.
(D) Showing a high-definition documentary movie about ancient archaeological sites on

34. In designing language curriculum across the school for students with profound Hearing Impairment, the "Bilingual-Bicultural" approach advocates for:
(A) Exclusively teaching oral spoken language and speech reading while strictly forbidding any form of gestural, signed, or visual communication.
(B) Teaching only the localized, native regional spoken dialect and completely avoiding the development of literacy in the written national language.
(C) Using sign language as the primary mode of instruction, while teaching the written and read national language as a second language.
(D) Relying entirely on mechanical hearing aids and cochlear implants without providing any visual, tactile, or structured linguistic supports.

35. When comparing Dysgraphia with Dyspraxia, which of the following represents a primary distinguishing feature of Dyspraxia?
(A) Dyspraxia is a global developmental coordination disorder affecting motor planning, balance, and spatial awareness, whereas Dysgraphia specifically affects written expression and handwriting mechanics.
(B) Dyspraxia is limited exclusively to phoneme-grapheme association difficulties and orthographic spelling errors, whereas Dysgraphia is caused by structural damage to the primary auditory cortex.
(C) Dyspraxia is a specialized sensory impairment of the visual cortex that prevents reading, while Dysgraphia is a profound neurological auditory processing deficit affecting phonics.
(D) Dyspraxia can only be clinically diagnosed after late adolescence by neurosurgeons, while Dysgraphia is typically identified and diagnosed by pediatricians in early infancy.

36. An 11-year-old student, Kunal, has an excellent rote vocabulary and can read complex texts fluently. However, he cannot understand idioms, fails to take turns during conversations, constantly talks about his narrow interest in train engines, and is unable to interpret non-verbal social cues like raised eyebrows or frowning. Which of the following conditions and targeted intervention plans is most appropriate for this student?
(A) Reading Dyslexia; providing highly structured phonological awareness training, sight-word memorization drills, and grapheme-phoneme card matching exercises.
(B) Expressive Language Delay; implementing intensive physical speech-therapy articulation drills and oral-motor muscle strengthening tasks twice daily.
(C) Global Developmental Delay; utilizing passive sensory integration therapy in a dark room and encouraging the total avoidance of peer social contact.
(D) Social (Pragmatic) Communication Disorder; providing explicit pragmatic skills instruction, social stories, and structured peer-mediated communication training.

37. What is the statutory role of the Rehabilitation Council of India (RCI) established under the RCI Act, 1992, in the field of Special Education?
(A) Providing capital funding and architectural blueprints for the physical construction of regular public school buildings across rural India.
(B) Regulating, standardizing, and monitoring training programs and courses in special education, and maintaining the Central Rehabilitation Register.
(C) Conducting and grading the national civil service examinations for all administrative and ministerial-level positions in the central government.
(D) Designing, authorizing, and directly performing complex orthopedic and neurological medical surgeries for children with physical disabilities.

38. Which of the following collaboration models represents a "Transdisciplinary Team" approach in early childhood special education?
(A) An isolated model where each specialist conducts independent clinical assessments, drafts separate disciplinary goals, and delivers isolated services in their own therapy rooms.
(B) A parallel model where professionals actively share diagnostic information, but work entirely independently on separate goals, maintaining rigid boundaries between their disciplines.
(C) A collaborative model where professionals share information and skills across discipline boundaries through "role release," allowing a primary service provider to implement integrated goals.
(D) An authoritarian model where the parents

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explicit rules, and constant behavioral practice of saying "NO" and running to a safe adult.

(D) Deliberately avoiding the sensitive topic entirely in order to protect and prevent exposing highly developmental-age children to complex adult concepts.

71. In evaluating school textbooks and curriculum materials for "Disability Representation," what is a common critical bias that perpetuates social exclusion?

(A) Consistently presenting characters with disabilities as active, highly diverse individuals fully participating in normal daily school routines, community sports, and competitive careers.

(B) Mandating and successfully incorporating high-quality tactile elements, embossed illustrations, and dual-media braille transcriptions in all mainstream commercial textbook publications.

(C) Including comprehensive sign language diagrams, finger-spelling charts, and deaf culture history essays in the general index pages of all primary language textbooks.

(D) The complete invisibility of disabled individuals, or portraying them exclusively as objects of pity, medical charity, or as possessing supernatural inspiration (the "supercrip" stereotype).

72. Read the assertion and reason statements below and choose the correct option:

Assertion (A): Girls with Autism Spectrum Disorder (ASD) are frequently diagnosed much later in life, or misdiagnosed with other emotional-behavioral disorders compared to boys.

Reason (R): Girls with ASD are more likely to exhibit high levels of social masking (camouflaging), display less disruptive behaviors, and present with special interests that appear socially normative, such as animals, literature, or art.

(A) Both A and R are true and R is the correct explanation of A

(B) Both A and R are true but R is not the correct explanation of A

(C) A is true but R is false

(D) A is false but R is true

73. The Direct Instruction Model, developed by Siegfried Engelmann, is highly effective for teaching basic mathematics to children with learning difficulties because it relies on:

(A) Child-led, completely unstructured discovery learning and experiential play environments where absolutely no direct teacher guidance or structural feedback is provided.

(B) Highly structured, fast-paced lessons with explicit, scripted teacher instructions, active student responding, immediate error correction, and mastery learning criteria.

(C) Assigning long, highly complex independent homework chapters from advanced textbooks without providing any preceding classroom explanation or interactive practice.

(D) Relying entirely and exclusively on passive, highly abstract, and non-visual theoretical lectures concerning historical philosophies without hands-on mathematical tasks.

74. The Orton-Gillingham approach, a gold-standard multisensory pedagogy (VAKT) for teaching reading and spelling to children with Dyslexia, is based on which of the following principles?

(A) Teaching phonological awareness and phonics skills by utilizing strictly silent, non-guided, and highly independent visual reading of text passages on unadapted laptop digital screens.

(B) Simultaneously engaging the visual, auditory, kinesthetic, and tactile sensory pathways (seeing, hearing, muscle movement, and tracing letters) to reinforce cognitive memory traces.

(C) Focusing exclusively and intensively on whole-word rote memorization (the look-and-say method) and deliberately skipping grapheme-phoneme or letter-sound relationships entirely.

(D) Utilizing repetitive auditory-only tape recordings of spoken words with absolutely no accompanying visual text, physical objects, or motor-sensory interaction opportunities.

75. Adaptations of physical education (PE) activities for children with Locomotor Disabilities and Cerebral Palsy are crucial for inclusion. Consider the following modifications:

I. Modifying the size, weight, and texture of sports equipment (e.g., using larger, softer, or brighter balls).

II. Adjusting the rules of play (e.g., allowing multiple bounces in tennis, or decreasing the court boundaries).

III. Utilizing peer buddies or physical assistants

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a projection screen without providing any descriptive audio narration.

45. Master Shivam is an 8-year-old student with hyperactive-impulsive ADHD. He struggles with double-digit subtraction, often rushing through, skipping steps, and making calculation errors. Which cognitive-behavioral intervention should the special educator implement to teach him to slow down and self-regulate during mathematics problem-solving?

(A) Administering immediate, strict physical isolation in a separate timeout corner whenever he makes any minor double-digit mathematical calculation error.

(B) Mandating that he write the phrase "I will compute carefully and slowly" exactly one hundred times on a blackboard during after-school detention hours.

(C) Replacing all complex arithmetic and subtraction worksheets with passive, non-cognitive coloring pages featuring basic pre-drawn geometric shapes.

(D) Donald Meichenbaum's Cognitive Self-Instruction program, where Shivam learns to use overt, verbalized self-talk to guide himself through each step of the problem.

46. The National Education Policy (NEP) 2020 promotes inclusive education. Under its framework, how are "Gender Inclusion Funds" and "Special Education Zones" (SEZs) conceptualized to support CWSN?

(A) Specialized funds specifically earmarked to construct highly segregated boarding schools for boys and girls with physical disabilities within metropolitan areas.

(B) Direct financial allocations intended to pay the complex medical and rehabilitation bills of children undergoing corrective physical surgeries in private corporate hospitals.

(C) Targeted resources and structural zones designed to address educational disparities for children from socio-economically disadvantaged groups, including girls and CWSN.

(D) Strictly segregated administrative divisions designed to isolate children with severe cognitive or developmental delays from mainstream public school systems.

47. In Differentiated Instruction (DI), which of the following refers to adapting the "Process" of learning for a student with Specific Learning Disability?

(A) Systematically reducing the academic expectations by changing the final written examination questions to a much lower grade-level standard.

(B) Providing options like graphic organizers, interactive learning stations, and extended processing time during classroom activities.

(C) Giving the student an entirely different, unrelated, and simplified topic to research independently while peers complete standard assignments.

(D) Rearranging the physical desks and seating arrangements of the regular classroom so the student sits completely isolated from their peers.

48. Read the assertion and reason statements below and choose the correct option:

Assertion (A): Accommodations in curriculum and assessment do not alter the fundamental construct being measured or reduce academic performance expectations for CWSN.

Reason (R): Accommodations are designed to provide equitable access to the curriculum by removing barrier-related construct-irrelevant variance, while maintaining the same cognitive standards.

(A) Both A and R are true and R is the correct explanation of A

(B) Both A and R are true but R is not the correct explanation of A

(C) A is true but R is false

(D) A is false but R is true

49. When adapting a formative assessment for a primary student with Low Vision, which combination of accommodations is most appropriate to ensure assessment validity?

(A) Large-print test font (e.g., Arial 18-point), high-contrast materials (bold black ink on matte white paper), adjustable desk lamps, and extended time.

(B) Standard small-print test paper, intentionally dimmed classroom overhead lighting, and assigning a non-trained desk partner to write down all the student's answers.

(C) Standard high-glare test paper with a basic handheld plastic magnifying glass provided as the single, unassisted, and sole accommodation during the entire test.

(D) A purely oral, non-structured examination conducted by a substitute teacher in a noisy,

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crowded, and heavily distracted school hallway during lunch recess.

50. The Portage Guide to Early Education (PGEE) is a widely used developmental checklist and intervention guide. For which age group and developmental domains is it designed?
(A) Adolescents and school-aged youths (12 to 18 years); focusing heavily on high-level transition-to-work vocational training and advanced algebra.
(B) Geriatric populations and older adults (18 to 60 years); focusing almost exclusively on post-stroke physical rehabilitation and nursing care.
(C) Infants and Young Children (Birth to 6 years); covering Infant Stimulation, Self-Help, Motor, Cognitive, Language, and Socialization domains.
(D) Toddlers and preschool children (2 to 4 years); covering strictly creative musical expression, auditory discrimination, and basic dramatic theater skills.

51. Consider the following procedural steps in drafting and implementing an Individualized Education Programme (IEP) for a child with special needs:
I. Conducting a comprehensive multidisciplinary assessment of current performance levels.
II. Developing measurable annual goals and short-term instructional objectives.
III. Determining appropriate special education and related services.
IV. Selecting the placement in the Least Restrictive Environment.
V. Continuously monitoring progress and conducting an annual IEP review.
Which of the following represents the correct chronological sequence of steps?
(A) I, II, III, IV, V
(B) I, III, II, IV, V
(C) II, I, IV, III, V
(D) I, IV, II, III, V

52. According to the guidelines issued under the RPWD Act, 2016, what is the mandatory compensatory time allowed for candidates with benchmark disabilities in examinations of one hour duration?
(A) 5 minutes per hour (or a fixed total of five minutes regardless of overall exam duration)
(B) 10 minutes per hour (or a fixed total of ten minutes regardless of overall exam duration)
(C) 45 minutes per hour (or a fixed total of forty-five minutes regardless of overall exam duration)
(D) 20 minutes per hour (or a proportional fraction thereof depending on the test's exact duration)

53. Under Section 2(y) of the RPWD Act, 2016, "Reasonable Accommodation" is defined as:
(A) Mandating and fully funding a free, full-time private home tutor to teach every child who exhibits mild to severe academic or learning difficulties directly at home.
(B) Necessary and appropriate modification and adjustments, not imposing an undue burden, to ensure persons with disabilities enjoy rights on an equal basis with others.
(C) Completely exempting all enrolled children with physical or orthopedic disabilities from taking any form of formal academic or non-academic examinations.
(D) Legally forcing private independent schools to construct completely separate, isolated play areas and recreation rooms for children with special needs.

54. Read the assertion and reason statements below and choose the correct option:
Assertion (A): Inclusive education demands a paradigm shift where the school environment and instructional methods adapt to the child, rather than expecting the child to change to fit the school.
Reason (R): The social model of disability conceptualizes "disability" as a product of environmental, institutional, and attitudinal barriers, distinct from "impairment" which is an individual biological condition.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

55. An 8-year-old child with a Specific Learning Disability (Dyslexia) is in Erik Erikson's developmental stage of "Industry vs. Inferiority." How does a persistent lack of instructional accommodation in reading affect the child's development during this stage?
(A) It significantly accelerates their cognitive progression to the abstract formal

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operational stage of logical reasoning and scientific deduction.
(B) It positively helps them resolve their adolescent identity crisis by encouraging complete emotional self-reliance and creative artistic independence.
(C) It effectively and permanently eliminates their developmental reliance on external teacher feedback, parent approval, and social-academic peer comparison.
(D) It causes them to experience feelings of inadequacy, low self-concept, and learned helplessness, leading to an overall sense of inferiority.

56. In early intervention, what is the critical difference between "biological risk" and "environmental risk" factors for developmental delays?
(A) Biological risk refers to pre-, peri-, or postnatal medical conditions (e.g., prematurity, genetic conditions), while environmental risk refers to life experiences (e.g., extreme poverty, neglect, lack of stimulation).
(B) Biological risk refers exclusively to inherited physical stature and adult height potentials, whereas environmental risk refers strictly to geographic weather anomalies and local climate changes.
(C) Biological risk is a mild condition easily remediated by general classroom teachers, whereas environmental risk is a severe anatomical condition requiring complex orthopedic surgical correction.
(D) Biological risk impacts only the acquisition of expressive and receptive spoken language, while environmental risk impairs only the development of gross and fine motor coordination skills.

57. Consider the following developmental characteristics in early childhood:
I. Marked impairment in the use of multiple non-verbal behaviors such as eye-to-eye gaze and facial expression.
II. Persistent preoccupation with parts of objects or stereotyped, repetitive motor mannerisms.
III. Highly advanced, age-appropriate imaginative play and social role-playing.
Which of the statement(s) given above is/are early diagnostic markers of Autism Spectrum Disorder?
(A) II and III
(B) I and II
(C) I and III
(D) I, II and III

58. The Orff Schulwerk approach in music education, which integrates music, movement, drama, and speech, is particularly effective for children with Developmental Coordination Disorder (DCD) because:
(A) It strictly requires the intensive cognitive mastery of highly complex, classical acoustic violin finger-board placements and performance techniques.
(B) It utilizes multi-sensory, rhythmic, and body-based physical movement patterns to build gross and fine motor coordination in a play-based environment.
(C) It focuses heavily and exclusively on abstract music theory, historical notation, and written score reading without any active physical participation.
(D) It is designed as an entirely silent, passive viewing technique where students sit still and watch pre-recorded performances on a projection screen.

59. Puppetry is an effective pedagogical tool for developing "Theory of Mind" (the ability to attribute mental states to oneself and others) in children with Autism Spectrum Disorder because:
(A) Puppets are inanimate, simplified visual representations that make social interactions, emotions, and intentions predictable and easier to decode than human faces.
(B) Puppets require complex, highly expensive electronic and computerized machinery to operate, which naturally appeals to the restricted interests of children with ASD.
(C) Puppets completely eliminate the developmental and educational need for any communicative language, whether it is spoken, signed, or visually represented.
(D) Puppets are classified as clinical tools that must always be operated strictly by certified professional speech therapists under sterile, clinical hospital environments.

60. Read the assertion and reason statements below and choose the correct option:
Assertion (A): Regular physical education classes must be substituted with passive classroom rest periods for all children with locomotor disabilities.
Reason (R): Universal Design for Learning

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mimicry exercises.
(C) By providing a structured, safe environment to practice perspective-taking, emotional recognition, and non-verbal pragmatic communication.
(D) By replacing all standard cognitive and academic curriculum instruction with completely passive, non-interactive visual entertainment activities.

29. A special educator uses clay modeling and thick-handle paintbrushes in art activities for a student with spastic diplegic Cerebral Palsy. What is the primary therapeutic and pedagogical objective of these specific material adaptations?
(A) To evaluate and grade the student's raw, unadapted artistic talent for high-stakes national competitive visual art scholarships.
(B) To keep the student occupied, quiet, and distracted in the back of the room while the regular teacher instructs typical classroom peers.
(C) To demonstrate empirically to school administrators that students with physical impairments cannot meaningfully participate in regular visual arts.
(D) To facilitate intensive sensory integration, accommodate a compromised fine-motor grip, and actively encourage bilateral hand coordination.

30. Read the assertion and reason statements below and choose the correct option:
Assertion (A): Drama-in-education is an effective pedagogical tool for developing expressive language and communicative intent in minimally verbal children with special needs.
Reason (R): Drama provides embodied, highly contextualized social scenarios where abstract linguistic symbols are directly paired with motor actions, facial expressions, and concrete props.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. Under the school-wide Positive Behavioural Interventions and Supports (PBIS) framework, which of the following represents a "Tier 3" (Tertiary) intervention for students with intense emotional and behavioral difficulties?
(A) Designing, publishing, and consistently teaching a clear, standardized list of behavioral classroom rules and expectations to all students.
(B) Conducting a comprehensive, highly individualized Functional Behavior Assessment (FBA) and implementing a customized behavior intervention plan.
(C) Providing targeted, small-group social skills instruction and structured behavioral coaching during recess periods for identified at-risk students.
(D) Administering and scoring a comprehensive, school-wide universal screening checklist to identify students at risk for emotional disorders.

32. In applying Lev Vygantsky's concept of "scaffolding" to teach daily living skills to a child with Intellectual Disability, how should the educator conceptualize the process?
(A) Providing a highly rigid, permanent set of physical and verbal prompts that are never systematically faded or removed.
(B) Leaving the child completely alone and unguided to discover complex daily living tasks independently without any adult interference.
(C) Lowering the academic or functional expectations of the task to the point where the child does not need to learn any new skills.
(D) Offering temporary, adjustable instructional supports that are gradually faded as the student acquires independence.

33. A special educator wants to implement a "Token Economy" system in a self-contained classroom for students with behavioral disorders. Consider the following steps in designing this system:
I. Clearly define target behaviors that are observable and measurable.
II. Establish a set of backup reinforcers (preferred activities or items) that tokens can be exchanged for.
III. Use abstract, complex points that are calculated and given out only at the end of every month.
Which of the following combinations represents correct steps?
(A) I and II
(B) II and III
(C) I and III
(D) I, II and III

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hemisphere integration.
(D) Strictly forbidding the student from using any physical color highlighters, sticky flags, margins, or hand-written notes during the active review phase.

66. Read the assertion and reason statements below and choose the correct option:
Assertion (A): Indian Sign Language (ISL) is a complete, natural linguistic system with its own independent grammar, syntax, and morphology, rather than a word-for-word visual representation of spoken Hindi or English.
Reason (R): ISL utilizes spatial dimensions, facial expressions, and manual handshapes to convey complex grammatical relations, which do not map directly onto the linear syntax of spoken Indian languages.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. The historical transition from "Integration" to "Inclusion" in the education of children with disabilities is best described as:
(A) Moving from expecting CWSN to adapt to the existing rigid school structure (Integration) to restructuring the school environment, teaching methods, and policies to welcome all diverse learners (Inclusion).
(B) Shifting the physical placement of CWSN from highly specialized medical rehabilitation clinics to segregated, non-academic vocational workshops attached to standard schools.
(C) Transitioning the primary responsibility of education from free public government schools to expensive private-charity residential systems located in isolated rural areas.
(D) Restricting certified special educators strictly to high-level administrative policy-making positions while expecting untrained general subject teachers to manage classrooms alone.

68. Under the Rehabilitation Council of India (RCI) professional code of ethics, what is a mandatory requirement for any professional working as a Special Education Teacher in India?
(A) Obtaining a formal clinical medical license to legally prescribe neuro-stimulant medications for attention deficit hyperactivity disorders.
(B) Possessing an advanced doctoral degree in clinical neurosurgery or diagnostic neuroradiology from an accredited medical university.
(C) Working strictly and exclusively in private non-governmental charitable organizations without any form of public or government collaboration.
(D) Registering as a professional with the Central Rehabilitation Register (CRR) of the RCI and possessing an RCI-recognized qualification in special education.

69. Consider the following duties of a Special Education Teacher working in an inclusive school:
I. Conducting educational assessments and designing IEPs for registered CWSN.
II. Collaborating with regular subject teachers to adapt curriculum materials and lesson plans.
III. Providing direct, pull-out remedial instruction in the resource room for specific, targeted skill gaps.
IV. Prescribing medical diagnoses and drug therapies for students with psychiatric disorders.
V. Training regular peers, parents, and school staff in disability awareness and inclusive practices.
Which of the following combinations represents professional responsibilities under RCI and school norms?
(A) I, II, III and IV
(B) I, II, III and V
(C) I, III, IV and V
(D) II, III, IV and V

NODIA

70. When teaching personal safety, boundaries, and abuse prevention (such as the concept of "Safe vs. Unsafe Touch") to students with moderate to severe Intellectual Disabilities, which pedagogical strategy is most effective?
(A) Administering and grading a highly complex, written text-only examination covering the structural intricacies of the national penal code and judicial processes.
(B) Delivering a single, non-interactive lecture to the entire student body during a crowded school assembly using highly advanced medical and legal terminology.
(C) Using concrete, highly illustrated visual stories, role-play with anatomical dolls,

(UDL) in physical education recommends providing multiple options for physical activity to accommodate diverse motor abilities rather than complete exemption.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. A special educator uses the Premack Principle to manage the behavior of a child with ADHD who hates writing but loves playing with building blocks. Which of the following represents the correct application of this principle?

(A) "If you do not complete your writing task right now, I will immediately confiscate and throw away your building blocks."
(B) "You can play with the building blocks in the classroom now, as long as you promise to complete your writing later tonight at home."
(C) "Since you have a diagnosis of ADHD, you do not have to write at all; you can just play with the building blocks for the entire day."
(D) "First complete three lines of your writing assignment, and then you can play with the building blocks as a reward for five minutes."

62. Which of the following metacognitive strategies is most effective in assisting a student with a Specific Learning Disability in reading comprehension to self-monitor their understanding of a text?

(A) Rote memorization of vocabulary lists and dictionary definitions of key words before beginning to read the actual passage.
(B) Copying the entire printed text word-for-word onto a separate sheet of paper without reading for meaning or stopping to reflect.
(C) The 'RAP' cognitive strategy: Read a paragraph, Ask yourself what the main ideas are, and Put those critical ideas into your own words.
(D) High-speed reading of the entire passage from start to finish without ever stopping to self-monitor or pause for punctuation marks.

63. Cooperative learning structures (such as Jigsaw or Think-Pair-Share) support the inclusion of CWSN. Consider the following characteristics of cooperative learning:

I. Individual accountability and positive interdependence among all team members.
II. Face-to-face promotive interaction and explicit training in collaborative social skills.
III. High competition between individual members within the same team to see who is fastest.
IV. Equal opportunities for success based on individual improvement scores.

Which of the following combinations represents correct characteristics?

(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

64. What is the key linguistic distinction between a "Speech Sound/Articulation Disorder" and a "Phonological Disorder"?

(A) Articulation disorders are cognitive-linguistic deficits in organizing complex phoneme sound systems, while phonological disorders are localized structural or anatomical deficits of the vocal cords and larynx.
(B) Articulation disorders affect only the physical mechanics of spelling and written language, while phonological disorders affect only the spatial execution and reception of manual sign language.
(C) Articulation disorders are strictly hereditary genetic conditions passed down through families, while phonological disorders are always acquired later in life through physical brain or neck trauma.
(D) Articulation disorders involve motor-based difficulties in physically producing specific speech sounds, whereas phonological disorders involve cognitive-linguistic difficulties in understanding the rules of speech sounds.

65. When using the SQ3R (Survey, Question, Read, Recite, Review) study method for a student with Dyslexia and working memory difficulties, which adaptation is most beneficial?

(A) Supporting the "Read" and "Recite" steps by providing text-to-speech software, colored overlays, graphic organizers, and allowing audio recordings of key summaries.
(B) Completely removing the initial "Survey" step and requiring the student to start directly with high-speed, unassisted silent reading of the dense text.
(C) Requiring the student to laboriously read the entire printed text backwards word-by-word to supposedly improve left-right brain-

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to support movement and coordination.

IV. Excusing the student entirely from the sports grounds, requiring them to stay in the classroom and do homework.

Which of the following combinations represents inclusive modifications?

(A) I, II and III
(B) I and II
(C) II, III and IV
(D) I, III and IV

76. The National Council of Educational Research and Training (NCERT) guidelines for adapting textbooks recommend which of the following strategies for students with multiple disabilities?

(A) Completely banning the use of all printed or visual textbooks and relying strictly on rote memorization through rapid oral teacher dictation only.
(B) Standardizing on extremely small, highly dense, black-and-white fonts with minimal line spacing specifically to minimize textbook paper waste and printing costs.
(C) Creating simplified, tactile, high-contrast, braille-embedded visual formats accompanied by simple language, audio versions, and concrete illustrations.
(D) Completely replacing all cognitive and academic curriculum content with non-adapted, passive coloring books and simple preschool-level drawing sheets.

77. The "Hidden Curriculum" in an inclusive school refers to:

(A) The highly specialized, adaptive physical education lesson plans that are physically locked in the school principal's administrative storage cupboard.
(B) The official, specialized braille and orientation-and-mobility curriculum documents utilized exclusively within segregated, separate special residential schools.
(C) The highly confidential and unreleased annual financial audits, regulatory compliance reports, and operational accounting statements of the school board.
(D) The unwritten, unofficial lessons, values, and social expectations that students learn through the school climate and daily interpersonal interactions.

78. In identifying a student with a Specific Learning Disability (SLD), what is the primary diagnostic difference between a "Screening Test" and a "Diagnostic Educational Battery" (such as the NIMHANS Index of SLD)?

(A) Screening tests are brief, qualitative biological assessments conducted exclusively by pediatric brain surgeons, whereas diagnostic educational batteries are complex standardized tests conducted only by regular elementary school subject teachers.
(B) Screening tests measure strictly physical milestones such as gross height and weight, whereas diagnostic batteries measure only high-level reading comprehension, abstract writing, and advanced algebraic computation.
(C) Screening tests identify individuals "at risk" of having a learning gap, while a diagnostic battery provides a comprehensive, formal profile of specific cognitive and academic strengths and deficits for intervention.
(D) There is absolutely no clinical, statistical, or pedagogical difference between the two assessment types, as they are utilized interchangeably in all public and private school education settings.

NODIA

79. Which of the following is an approved concession/accommodation provided by the Central Board of Secondary Education (CBSE) for children with Specific Learning Disabilities during Board Examinations?

(A) Physically giving the student the complete board examination question paper along with written answers exactly one week in advance of the official test date.
(B) Granting extra time (compensatory time), allowing the use of a scribe/reader, and permitting calculators or computers for candidates with dyscalculia/dysgraphia.
(C) Completely exempting the student from the academic requirement of scoring any passing marks, automatically certifying them as successful in all board subjects.
(D) Restricting the student from participating in written examinations, replacing all board tests with informal, subjective oral interviews conducted by the school class teacher.

80. Section 3(2) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 (amended in 2012), explicitly states that:

(A) Children with special needs must pay a specialized, separate educational tax or higher tuition fees to legally access

and navigate learning activities. Offering choices in how they act and express themselves addresses the diversity in students' motor and executive functions.

24. (A) I, II, III and IV
International standards for disability rights emphasize the importance of inclusive education systems. This includes ensuring access to free primary and secondary education without discrimination. Providing reasonable accommodations and supporting specific linguistic needs, such as sign language, are also key requirements. These measures aim to foster full participation and the development of the individual's potential, talent, and creativity within a common educational framework.

25. (B) Object Permanence
Understanding that items continue to exist even when they are hidden from view is a fundamental cognitive development milestone. When an infant stops looking for a toy once it is covered, it indicates they have not yet mastered this concept. Intervention goals should focus on activities that encourage the child to search for partially or fully hidden objects to build this foundational understanding.

26. (B) The overarching societal beliefs, cultural values, socio-economic systems, and laws (such as the RPWD Act) that influence the entire developmental climate
Child development is influenced by several layers of the environment, from immediate family to broad societal factors. The outermost layer includes the cultural attitudes, political ideologies, and national laws that shape the experiences of individuals with disabilities. These high-level influences determine the availability of resources, the legal protections provided, and the general social climate in which the child and their family live.

27. (A) Modified Checklist for Autism in Toddlers (M-CHAT-R/F)
Early identification of social and communication delays is critical for accessing timely support services. A specialized checklist designed for very young children helps parents and clinicians identify behaviors associated with autism, such as lack of joint attention or limited social interest. This tool is specifically validated for toddlers and provides a reliable way to determine if a more comprehensive diagnostic evaluation is necessary.

28. (C) By providing a structured, safe environment to practice perspective-taking, emotional recognition, and non-verbal pragmatic communication
Role-playing and dramatic activities offer a unique way for individuals with autism to explore social interactions. These activities allow them to experiment with different social roles and facial expressions in a supportive setting. By engaging in these scenarios, students can improve their ability to understand others' viewpoints and develop the communication skills needed for real-world interactions, enhancing their overall social-emotional growth.

29. (D) To facilitate intensive sensory integration, accommodate a compromised fine-motor grip, and actively encourage bilateral hand coordination
Adapting artistic tools helps students with motor challenges participate more effectively in creative activities. Tools with larger handles are easier to grasp, reducing the physical strain on the hands. These activities also provide valuable sensory experiences and encourage the use of both hands together. Such modifications ensure that the student can focus on creative expression and motor development rather than their physical limitations.

30. (A) Both A and R are true and R is the correct explanation of A
Using movement and physical action helps ground abstract language in concrete experiences, which is particularly beneficial for children with communication difficulties. Drama creates meaningful contexts where words are linked to specific actions and objects. This multi-sensory approach encourages the use of language for social purposes and helps students understand the relationship between what they say and the social world around them.

31. (B) Conducting a comprehensive, highly individualized Functional Behavior Assessment (FBA) and implementing a customized behavior intervention plan
Behavior support systems are organized into different levels of intensity based on student needs. While some supports are provided to everyone, more intensive interventions are

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85. What is the neurological basis for using Rhythmic Auditory Stimulation (RAS) in music therapy and motor rehabilitation for children with Cerebral Palsy?
(A) RAS utilizes high-frequency sound waves as an immediate form of non-invasive brain surgery designed to fully repair damaged motor tracts in the lower spinal cord.
(B) Auditory rhythmic cues act as an external pacemaker, bypass damaged basal ganglia pathways, and synchronize motor cortex output, improving gait velocity, stride length, and walking symmetry.
(C) RAS blocks all functional auditory pathways completely, which neurologically forces the child to focus entirely on visual motor mimicry and peer-modeling patterns.
(D) Rhythmic acoustic stimulation is utilized as a specialized sound-therapy technique to safely put hyperactive children to sleep during active physical rehabilitation therapy sessions.

86. When a special educator is teaching a new vocational skill (e.g., folding a shirt) to a student with severe Intellectual Disability, what is the key difference between "Most-to-Least" (MTL) and "Least-to-Most" (LTM) prompting hierarchies?
(A) MTL starts with complete independent student performance and slowly graduates to full hand-over-hand physical guidance, while LTM starts with full physical guidance and immediately graduates to independent performance.
(B) MTL is an educational method used strictly and exclusively for teaching high-level academic mathematics, while LTM is a clinical technique utilized only for teaching classical instrumental music.
(C) MTL starts with physical guidance and fades to less intrusive prompts to minimize errors; whereas LTM starts with minimal verbal prompts and increases intrusiveness only if the student fails to respond.
(D) MTL requires the purchase of specialized electronic diagnostic machinery and sensory equipment, while LTM can be easily performed by anyone using simple hand-written lesson sheets.

87. In diagnosing language disorders in children, how is "Receptive Language Disorder" distinguished from "Expressive Language Disorder"?
(A) Receptive language disorder affects only the physical mechanics of speaking fluently without student stuttering, while expressive language disorder impairs the raw sensory functioning of the inner ear.
(B) Receptive language disorder is clinically diagnosed only after late adulthood (past age eighteen), while expressive language disorder is identified exclusively during early newborn infancy stages.
(C) Receptive language disorder is treated solely by physical therapists using motor exercises, whereas expressive language disorder is managed exclusively by orthopedic surgeons through surgical interventions.
(D) Receptive language disorder involves difficulty in understanding and decoding language, whereas expressive language disorder involves difficulty in producing and formulating spoken or written messages.

88. Jean-Marc-Gaspard Itard's work with Victor, "the Wild Boy of Aveyron" in the early 19th century, is historically significant in Special Education because:
(A) It laid the foundations of modern special education, demonstrating that through structured sensory stimulation, individualized behavior modification, and language training, a child with severe cognitive deficits can make significant progress.
(B) It empirically proved to the scientific community that children who suffer from severe developmental neglect and social isolation are completely untrainable and must be permanently institutionalized.
(C) It was historically recognized as the first large-scale, double-blind clinical trial of synthetic stimulant medications designed specifically for children showing signs of attention deficit hyperactivity disorder.
(D) It led directly to the historic drafting and international adoption of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) by the French national government in Paris.

NODIA

89. According to disability theorists, how does the "Social Model of Disability" re-conceptualize the concept of "rehabilitation"?

(A) It focuses entirely on medically correcting the individual's physical, sensory, or cognitive pathology to make their behaviors and appearance look as "normal" and typical as possible.
(B) It shifts the target of rehabilitation from the individual's biological body to the environment, focusing on removing disabling barriers, changing societal attitudes, and ensuring legal civil rights.
(C) It rejects all formal educational, social, and rehabilitation support systems completely, advocating instead for the total physical isolation of individuals within familial settings.
(D) It heavily prioritizes permanent medical institutionalization and clinical segregation over any form of community-based independent living or inclusive education options.

90. When teaching independent dressing skills (e.g., putting on a jacket) to a student with severe developmental delays, a teacher decides to use "Backward Chaining." How is this instructional strategy executed?
(A) The teacher prompts the student to complete only the very first step of the sequence independently (such as putting arms in the sleeves) and then completes all the remaining steps for them without further instruction.
(B) The teacher completes all steps of putting on the jacket except the last one, which the student completes and is reinforced for; once mastered, the teacher completes all but the last two steps, and so on.
(C) The teacher strictly requires the student to complete the entire motor sequence in reverse order, beginning with taking the jacket off and ending with folding it neatly on a desk.
(D) The teacher shows a brief video demonstration of a typical peer putting on a jacket and then immediately tests the student's independent performance without any physical prompts or guidance.

91. Under the "Multiple Means of Engagement" guidelines of Universal Design for Learning (UDL), which of the following strategies is most appropriate for a teacher to sustain effort and persistence in CWSN?
(A) Designing activities with varying levels of challenge, offering choices of rewards, fostering collaboration through peer-tutoring, and providing frequent, constructive feedback.
(B) Providing the entire class with identical, repetitive paper-and-pencil worksheets daily while strictly prohibiting any form of peer-to-peer collaboration or verbal interaction.
(C) Administering a high-stakes, highly competitive daily verbal spelling bee in front of the classroom with immediate public grading and structural comparison of scores.
(D) Keeping the physical classroom walls and decorations completely bare, colorless, and silent specifically to avoid any active engagement or sensory stimulation.

92. When adapting the Wechsler Intelligence Scale for Children (WISC) for an Indian child who has a severe Hearing Impairment, which of the following is the most clinically and pedagogically sound assessment adjustment?
(A) Administering the standard verbal subtests exactly as written in the clinical manual without providing any sign language translation, written cues, or visual supports.
(B) Excusing the child completely from the standardized testing process and arbitrarily assigning an estimated IQ score based strictly on their school attendance records.
(C) Utilizing nonverbal or performance subtests, translating instructions into Indian Sign Language, using physical gestures, and relying on non-linguistic task demonstrations.
(D) Having the child's parents sit directly next to them during the evaluation and answer the cognitive test questions on their behalf when the child does not respond.

93. The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, is unique in its statutory mandate because it provides for:
(A) Funding and organizing mandatory corrective physical and orthopedic surgeries in certified public government hospitals nationwide for all children under the age of eighteen.
(B) The complete legal exclusion of children with these four specific categories of developmental disabilities from enrolling in regular public and private school classrooms.
(C) Setting up separate national employment and vocational departments restricted exclusively to individuals who are certified with profound, bilateral visual impairments only.

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(D) The statutory appointment of legal guardians for individuals with these four disabilities, and establishing local level committees to protect their personal rights and properties.

94. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), what are the three major clinical subtypes of Attention-Deficit/Hyperactivity Disorder (ADHD)?
(A) Motoric coordination deficit subtype, Sensory integration impairment subtype, and Cognitive executive dysfunction subtype
(B) Infantile developmental onset presentation, Adolescent behavioral onset presentation, and Adult-onset neurological presentation
(C) Predominantly Inattentive Presentation, Predominantly Hyperactive-Impulsive Presentation, and Combined Presentation
(D) Auditory processing deficit subtype, Visual-spatial processing deficit subtype, and Tactile defensive processing subtype

95. A special educator designs a "sensory bin" filled with dry beans, shaving cream, water beads, and hidden plastic letters for a child with Sensory Processing Disorder (SPD) who exhibits severe tactile defensiveness. What is the primary developmental and therapeutic objective of this play activity?
(A) To teach the child spelling, vocabulary, and advanced academic reading skills under highly structured, strict time-limited examination conditions.
(B) To provide graded exposure to different tactile sensations in a play-based context, helping to desensitize the child's hyper-reactive sensory system.
(C) To formally test the child's raw manual dexterity, visual-motor tracking, and assign a standardized grade for their fine motor finger speed.
(D) To demonstrate to administrators that children with sensory processing disorders cannot meaningfully participate in standard regular classroom play.

96. When conducting a Functional Behavior Assessment (FBA) for a child with emotional and behavioral difficulties, what are the three variables in the "ABC" contingency of behavioral analysis?
(A) Attention-seeking drive (the child's social motivation), Brain-stem neurological activity levels, and Cognitive appraisal processes of the academic classroom environment.
(B) Association learning curves (classical conditioning), Bilingualism language barriers, and Curriculum adaptation strategies implemented by the special educator.
(C) Assessment protocols used during intake, Battery of standardized psychological tests administered, and formal Disability Certification issued by medical boards.
(D) Antecedent (what happens immediately before the behavior), Behavior (the observable and measurable action), and Consequence (what happens immediately after the behavior)

NODIA

97. In the cognitive psychology of reading, what is "phoneme-grapheme correspondence" and why is it a primary area of difficulty for children with developmental Dyslexia?
(A) The cognitive mapping between spoken sounds (phonemes) and their corresponding written symbols/letters (graphemes), which is impaired due to deficits in phonological processing in dyslexia.
(B) The fine-motor physical ability to write alphabetic letters quickly on paper, which is heavily hindered by poor wrist strength and fine-motor coordination deficits.
(C) The visual-spatial recognition of three-dimensional geometric shapes in a physical space, which is typically assessed using non-verbal performance IQ scales in clinics.
(D) The auditory-sensory ability to localize sudden, high-frequency sound sources in a crowded room, which is evaluated during routine pediatric hearing examinations.

98. In transition planning for an adolescent with Moderate Intellectual Disability, what are the essential components of an Individualized Transition Plan (ITP) that must be formulated before they leave school?
(A) A highly detailed clinical medical prescription for long-term psychiatric stimulant medications along with a physical directory of local pediatric therapeutic clinics.
(B) A standard set of secondary high-school geometry textbooks along with a curated study list of classical instrumental symphonic music recordings for home listening.
(C) Post-secondary academic or vocational goals, independent living skills, community integration plans, and a clear list of

mainstream public school classrooms.
(B) Children with special needs are completely and permanently exempt from learning, speaking, or reading any regional or national Indian languages in schools.
(C) Private independent schools are completely and legally exempt from enrolling, welcoming, or accommodating any students with developmental delays.
(D) Children with severe or multiple developmental disabilities shall have the statutory and legal right to opt for quality, system-supported home-based education.

81. In special education administration, the concept of "Least Restrictive Environment" (LRE) is defined as:
(A) The educational setting that is closest to a regular classroom environment while still meeting the child's unique individualized educational needs.
(B) Mandatorily placing and confining every student with special needs in a separate, isolated psychiatric institution or hospital-based education ward.
(C) An unstructured classroom environment where there are absolutely no behavioral rules, academic assessments, or organized instructional schedules.
(D) Keeping the child with a disability at home under the permanent, exclusive supervision of a private family caregiver or uncertified home health aide.

82. In understanding the early childhood development of children with Deaf-blindness, why is John Bowlby's Attachment Theory particularly critical?
(A) Attachment theory biologically and empirically proves that children with deaf-blindness are completely incapable of forming healthy, secure social relationships with peers or adults.
(B) Deaf-blind children do not experience or navigate the standard psychological stages of attachment and emotional bonding during their early infancy and toddler developmental years.
(C) Dual sensory deprivation limits distal environmental cues, making highly consistent tactile and interactive attachment bonds with caregivers essential for emotional regulation and exploration.
(D) Attachment is conceptualized as a purely auditory and vocal phenomenon, meaning it does not apply to or affect the socio-emotional development of children who are deaf.

83. The persistent retention of primitive reflexes, such as the Asymmetrical Tonic Neck Reflex (ATNR) past the age of 6 months, has significant developmental implications for children with Cerebral Palsy. When a child with active ATNR turns their head to one side, what happens physically, and how does it impact academic classroom performance?
(A) The limbs on the side the head is turned extend, while the limbs on the opposite side flex; this reflexive arm movement interferes with voluntary reaching, midline hand coordination, and independent handwriting.
(B) The limbs on the side the head is turned flex, while the opposite limbs extend; this reflexively forces their neck to lock backwards and completely prevents them from ever looking down at a textbook or writing paper.
(C) The child experiences immediate, profound temporary loss of consciousness and cardiovascular drop, which completely prevents any form of cognitive or sensory engagement in the classroom.
(D) There is absolutely no observable physical motor response, but the child's central auditory perception pathway is temporarily and completely blocked for up to ten minutes.

84. When designing art education activities for a child who is totally blind, which of the following practices is most consistent with inclusive principles?
(A) Asking the child to sit quietly in the back of the room and simply listen to regular classroom peers describe their colorful watercolor paintings.
(B) Strictly forbidding the child from touching any liquid or physical art materials to avoid making an accidental mess or spilling paint on classroom desks.
(C) Automatically excusing the child from participating in art class altogether and sending them to sit silently in the school library with a resource aide.
(D) Utilizing tactile art media such as clay, plastilina, relief drawing boards, textured collage materials (sand, fabric, yarn), and

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ANSWERS

1. (A) Forward Chaining
Breaking complex skills into smaller, manageable steps is a core strategy in task analysis. In this specific approach, the learner is taught the initial step of the sequence first. Once mastery is achieved, the subsequent steps are introduced chronologically. This method ensures successful acquisition of multi-step behaviors like hand washing through sequential reinforcement of each component.

2. (C) Prompt Fading Hierarchy
Providing systematic assistance to help a student learn a new skill involves using various levels of support. This process starts with the most intrusive physical guidance and gradually transitions to less intrusive cues like gestures or verbal instructions. This reduction in assistance ensures the learner gains independence while minimizing errors during the skill acquisition phase for complex tasks.

3. (A) Both A and R are true and R is the correct explanation of A
Predictability is essential for individuals with autism who often struggle with changes in routine due to executive functioning challenges. Visual schedules provide a concrete representation of upcoming activities, which significantly reduces uncertainty. By clearly outlining transitions, these tools address the insistence on sameness and help manage anxiety levels throughout the school day for students with neurodevelopmental disorders.

4. (D) Spontaneously reaching for a picture of a desired item and placing it in the communicative partner's hand
Initial communication training focuses on the fundamental act of exchange to request a desired object. The learner is taught to pick up a single picture representing an item and hand it to a partner. This establishes the social nature of communication and the understanding that symbols can be used to influence others and obtain preferred items effectively and independently.

5. (B) Phonological awareness is an oral-auditory skill involving the manipulation of spoken language parts, whereas phonics involves matching graphemes to phonemes
Auditory processing of spoken language involves identifying and manipulating sounds without written symbols, a skill known as phonological awareness. In contrast, instruction that links these sounds to specific letters or letter combinations is defined as phonics. While both are critical for reading, the former is purely auditory and oral, whereas the latter bridges the gap between sounds and written text.

6. (C) II and III
Developing linguistic proficiency is not limited to isolated language classes but occurs across all academic disciplines. In this approach, content teachers use visual supports and graphic organizers to explain complex concepts while simultaneously building academic vocabulary. This integration ensures that students with hearing impairments acquire both subject matter knowledge and the specific language skills necessary to succeed in a mainstream curriculum.

7. (D) Regular Education Teacher, Special Educator, Occupational Therapist, Physiotherapist, and Speech-Language Pathologist
Supporting a student with physical and communication challenges requires a diverse team of professionals working together. This model includes classroom teachers, rehabilitation specialists, and therapists who address motor, sensory, and language needs. By combining their expertise, they create a comprehensive program that facilitates academic participation and functional independence within the school environment, ensuring all aspects of the student's development are addressed.

8. (A) Viewing disability as a construct of environmental, attitudinal, and systemic barriers that restrict full participation
Shifting perspectives on disability emphasizes that barriers exist within society rather than just within the individual. This rights-based approach focuses on modifying environments,

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responsible adult-service agency linkages.

(D) A formal written administrative recommendation to remain permanently at home under exclusive parental supervision and completely avoid seeking community employment opportunities.

99. What is the difference between a "modified assessment" and an "alternative assessment" in special education?

(A) Modified assessment makes adjustments to the regular grade-level test, whereas alternative assessment is a different evaluation form (like a portfolio) for severe cognitive disabilities.

(B) Modified assessment changes the physical testing environment or room location only, while alternative assessment changes the standard grade-level curriculum contents completely and permanently.

(C) Modified assessment is conducted and graded exclusively by regular subject teachers, while alternative assessment is administered and scored only by family parents at home.

(D) There is absolutely no structural, clinical, or pedagogical difference between the two terms, as they are defined as completely synonymous under current CBSE examination guidelines.

100. In teaching mathematics to students with dyscalculia, an educator uses the Concrete-Representational-Abstract (CRA) instructional sequence. Which of the following describes the "Representational" stage of this sequence?

(A) Utilizing physical 3D manipulatives such as base-ten blocks or plastic coins to solve problems.

(B) Using visual drawings, pictures, dots, or tallies to depict the mathematical problem.

(C) Using purely symbolic mathematical equations and numbers to write out the solutions.

(D) Having the student memorize mathematical formulas through verbal rote repetition.

NODIA

modifications change the curriculum complexity and learning standards
Supporting diverse learners requires different types of adjustments. Some changes focus on how a student accesses information or demonstrates knowledge without lowering the difficulty of the material. Other changes involve significantly altering what the student is expected to learn or reducing the complexity of the content. Distinguishing between these two types of support is essential for effective individualized education planning and assessment.

17. (A) By using highly flexible, continuous, and comprehensive evaluation (CCE) methods adapted to the child's unique communication and physical requirements
Evaluating the progress of students with special needs should be an ongoing and adaptable process rather than a single high-stakes event. This approach considers the diverse ways students communicate and interact with materials. By using a variety of assessment methods and adjusting formats to suit individual needs, teachers can accurately measure growth and provide feedback that supports further learning and development.

18. (C) Adapting the learning objective so the student identifies the basic concept of "Emperor" and matches portraits of Akbar to his name using tactile cards
When the standard curriculum is too complex for a student's cognitive level, the learning goals must be simplified. This involves identifying the core essence of a topic and presenting it through concrete, accessible tasks. By focusing on foundational concepts and using tactile or visual supports, the student can participate in the same subject matter as their peers at an appropriate level.

19. (A) Dynamic Assessment uses a test-intervene-retest model to evaluate learning potential, whereas Static Assessment measures only current independent performance
Evaluating a student's ability to learn with support provides deeper insight than simply measuring what they already know. This interactive approach involves assessing a skill, providing targeted instruction or cues, and then re-assessing to see how the student responds to help. This method identifies the student's potential for growth and the specific types of instructional strategies that are most effective.

20. (D) It consists of brief, frequent, direct measures of basic skills that are highly sensitive to small increments of student learning over time
Monitoring student progress effectively requires tools that can detect minor improvements in performance. Regular, short assessments of fundamental skills like reading fluency or math calculation allow teachers to see if instructional interventions are working. This data-driven approach provides immediate feedback, enabling educators to make timely adjustments to teaching strategies to ensure the student continues to make steady academic gains throughout the year.

21. (A) Both A and R are true and R is the correct explanation of A
Standardized intelligence tests often fail to capture the functional abilities of individuals with significant cognitive challenges. These assessments may not provide a realistic picture of the skills needed for daily life in specific settings. In contrast, evaluating a student within their actual environment focuses on practical, necessary skills. This approach yields more useful data for creating transition plans and meaningful educational goals.

22. (C) Admitting children with disabilities without discrimination and providing education and opportunities for sports and recreation activities equally with others
Legal mandates require educational institutions to ensure that students with disabilities are welcomed and treated fairly. This includes not only academic instruction but also full participation in extracurricular activities. Schools must provide the necessary supports to allow these students to engage in sports and recreation alongside their peers, fostering a truly inclusive environment that respects the rights and dignity of every learner.

23. (D) Strategic Network – Multiple Means of Action and Expression
Different parts of the brain are responsible for specific aspects of the learning process. One network focuses on how learners plan, organize, and initiate physical and cognitive tasks. To support this, educators must provide various ways for students to demonstrate their knowledge

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policies, and attitudes to ensure full inclusion and accessibility. It moves away from purely clinical interventions toward structural changes that empower individuals by removing the obstacles that prevent them from participating equally in all aspects of life.

9. (B) A rehabilitation engineer, a physical therapist, a speech-language pathologist, and a certified special educator
Creating a customized assistive technology setup for a student with complex physical and communication needs requires specialized expertise. This multidisciplinary team evaluates ergonomic requirements, motor capabilities, and communication goals to ensure the equipment is safe and effective. Their collaboration guarantees that the adaptation meets professional standards and legally supports the student's ability to participate in educational activities through appropriate technological solutions.

10. (B) Higher rates of drop-out at the onset of puberty due to lack of accessible, barrier-free sanitation facilities and safety measures
Girls with disabilities face unique challenges that combine gender-based expectations with disability-related barriers. A significant systemic obstacle is the absence of private, accessible bathrooms in educational settings, which becomes particularly problematic during adolescence. Without these essential facilities, many students are unable to maintain regular attendance or continue their education, leading to increased dropout rates compared to their male or non-disabled peers.

11. (A) Girls are more likely to present with the inattentive subtype of ADHD, which manifests as daydreaming or quiet disorganization rather than disruptive hyperactive behavior
Gender differences in symptom presentation often lead to missed diagnoses in females. While hyperactivity is frequently noticed in boys, girls often exhibit inattention and internalizing behaviors that do not disrupt the classroom environment. Because their struggles are less visible and do not manifest as overt behavioral issues, teachers and parents may overlook the underlying condition, resulting in delayed support and services.

12. (A) Both A and R are true and R is the correct explanation of A
Vulnerability to systemic abuse is heightened for individuals at the intersection of disability and gender. Misconceptions about their sexuality and a lack of self-advocacy skills often lead to their exclusion from essential health education. Their high dependence on caregivers, combined with social stereotypes that view them as incapable or asexual, creates structural barriers that prevent them from receiving adequate protection.

13. (D) Using high-contrast tactile markers on graduated cylinders, talking digital scales, and auditory liquid level indicators
Adapting a laboratory environment for students with low vision involves using sensory supports that provide information through touch or sound. High-contrast markings and auditory tools allow for precise measurements and safe handling of materials. These accommodations ensure that the student can participate in practical experiments alongside their peers while maintaining safety and accuracy through the use of non-visual information.

14. (C) Tactile protractor and ruler with a specialized raised-line drawing board
Constructing and measuring geometric shapes requires specialized tools that provide tactile feedback. A raised-line drawing board allows a student who is blind to create visible and feelable lines on paper. When used with a protractor and ruler featuring tactile markings, these instruments enable the precise measurement of angles and dimensions, ensuring the student can master the curriculum through touch.

15. (B) II and III
Effective instruction for students with hearing loss prioritizes visual information to convey complex historical and geographical concepts. Graphic organizers and timelines provide a clear structure for understanding chronological events and relationships. Additionally, ensuring that all video content is captioned and auditory information is provided in written form allows students to access the same curriculum content as their hearing peers.

16. (D) Accommodations do not alter the academic grade-level standards or expectations, while

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reserved for students who do not respond to basic strategies. These high-level supports involve a detailed analysis of why specific behaviors occur. Based on this assessment, a unique plan is developed to teach new skills and reduce challenging behaviors.

32. (D) Offering temporary, adjustable instructional supports that are gradually faded as the student acquires independence
Assisting a learner involves providing the right amount of help to allow them to succeed at a task just beyond their current ability. As the student becomes more proficient, the teacher slowly reduces the level of assistance. This dynamic process ensures the student is always challenged but not overwhelmed, eventually leading to the ability to perform the task without any external help.

33. (A) I and II
Implementing a reward system requires identifying specific, clear behaviors that the teacher wants to see more often. Students earn symbols or points for these behaviors, which can later be traded for preferred items or activities. This system provides immediate feedback and motivation. For it to be effective, the rewards must be meaningful to the students and the rules must be consistently applied.

34. (C) Using sign language as the primary mode of instruction, while teaching the written and read national language as a second language
This educational philosophy recognizes sign language as a natural and complete language for individuals who are deaf. It treats sign language as the student's first language for instruction and communication. Simultaneously, students are taught to read and write the national or regional language. This approach respects the student's cultural identity while ensuring they develop the literacy skills needed for academic success.

35. (A) Dyspraxia is a global developmental coordination disorder affecting motor planning, balance, and spatial awareness, whereas Dysgraphia specifically affects written expression and handwriting mechanics
While both conditions involve motor challenges, they differ in their scope. One disorder impacts a wide range of physical activities, including balance, sports, and general movement, due to difficulties in planning motor tasks. The other is more focused, specifically impacting the ability to write legibly and organize thoughts on paper. Understanding these differences is crucial for providing the correct educational supports.

36. (D) Social (Pragmatic) Communication Disorder; providing explicit pragmatic skills instruction, social stories, and structured peer-mediated communication training
Some students demonstrate strong technical reading skills but struggle with the social aspects of communication. They may find it difficult to understand non-literal language or follow the unwritten rules of conversation. Effective support involves teaching these social skills directly through structured activities and stories that explain social expectations. This helps the student navigate social interactions more successfully and understand the perspectives of others.

37. (B) Regulating, standardizing, and monitoring training programs and courses in special education, and maintaining the Central Rehabilitation Register
Professional standards in the field of disability and rehabilitation are maintained by a central regulatory body. This organization ensures that the training provided to teachers and therapists is of high quality and meets national requirements. By keeping a registry of qualified professionals, it protects the interests of individuals with disabilities and ensures they receive services from competent and certified practitioners.

38. (C) A collaborative model where professionals share information and skills across discipline boundaries through "role release," allowing a primary service provider to implement integrated goals
Effective early intervention often involves a team of experts from different fields working closely together. In this model, they move beyond just sharing information to actually teaching each other basic skills from their respective areas. This allows one person to act as the main point of contact, delivering a cohesive program that addresses all the child's needs without the family seeing multiple providers.

39. (A) Both A and R are true and R is the correct explanation of A
For children with complex needs, receiving services from many different specialists can

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56. (A) Biological risk refers to pre-, peri-, or postnatal medical conditions (e.g., prematurity, genetic conditions), while environmental risk refers to life experiences (e.g., extreme poverty, neglect, lack of stimulation)
Some children face developmental challenges because of medical issues they were born with or experienced early in life. Others may struggle because of the conditions in which they are raised, such as a lack of resources or limited opportunities for play and learning. Distinguishing between these causes is important for providing the right kind of early support and intervention for the child.

57. (B) I and II
Certain behaviors in young children can indicate a higher likelihood of developmental differences. These include a lack of interest in social interaction, such as not looking others in the eye or sharing facial expressions. Additionally, a strong preference for repetitive movements or a narrow focus on specific parts of toys can be signs. Identifying these patterns early is essential for accessing appropriate support.

58. (B) It utilizes multi-sensory, rhythmic, and body-based physical movement patterns to build gross and fine motor coordination in a play-based environment
Music and movement activities can help children improve their physical coordination and motor planning. By using rhythm and simple instruments, students can practice moving their bodies in a fun and engaging way. This approach encourages the development of both large and small muscle movements, helping students gain confidence and better control over their physical actions in a supportive and social setting.

59. (A) Puppets are inanimate, simplified visual representations that make social interactions, emotions, and intentions predictable and easier to decode than human faces
Human social interactions can be complex and unpredictable, making them difficult for some individuals to understand. Using simplified characters like puppets can help by making emotions and social rules more obvious and less overwhelming. This allows students to practice understanding what others might be thinking or feeling in a controlled and predictable way, which is a key step in social development.

60. (D) A is false but R is true
All students should have the chance to be physically active, regardless of their physical abilities. Rather than being left out of physical education, students with disabilities should have activities adapted to their needs. Providing different ways to participate ensures that everyone can enjoy the benefits of exercise and teamwork, supporting the idea that the curriculum should be accessible to every student in the school.

61. (D) "First complete three lines of your writing assignment, and then you can play with the building blocks as a reward for five minutes."
Motivating a student to complete a less-preferred task can be done by linking it to an activity they really enjoy. By requiring the student to finish a small part of their work before they can have their reward, the teacher uses a high-interest activity to encourage completion of a more difficult one. This strategy helps students focus and work towards a clear goal.

62. (C) The 'RAP' cognitive strategy: Read a paragraph, Ask yourself what the main ideas are, and Put those critical ideas into your own words
Helping students understand what they read involves teaching them to monitor their own comprehension. This simple three-step process encourages students to stop frequently and think about the main point of a section. By putting the information into their own words, they are more likely to remember it and notice if there are parts they did not fully understand during their initial reading.

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63. (B) I, II and IV
Working together in small groups helps students learn social skills and academic content. In this model, every member is responsible for their own learning and for helping their teammates succeed. The focus is on collaboration and individual improvement rather than competing against others. This supportive environment allows all students, including those with special needs, to participate and contribute to the group's overall success.

64. (D) Articulation disorders involve motor-based difficulties in physically producing specific speech sounds, whereas phonological disorders involve

ways to engage with the material, teachers can support students with varying learning needs without changing the overall goals of the lesson.

48. (A) Both A and R are true and R is the correct explanation of A
Making changes to how a test is given is intended to ensure that a student's disability does not get in the way of showing what they know. These adjustments remove obstacles that are not related to the skill being tested. This allows for a more accurate measurement of the student's true ability while maintaining the same high academic standards as their peers.

49. (A) Large-print test font (e.g., Arial 18-point), high-contrast materials (bold black ink on matte white paper), adjustable desk lamps, and extended time
To fairly assess a student with limited vision, materials must be easy to see and navigate. Using larger text, high-contrast printing, and good lighting helps the student read and respond to questions more effectively. Providing extra time also ensures that the increased effort required for visual tasks does not unfairly impact their ability to complete the assessment and demonstrate their knowledge.

50. (C) Infants and Young Children (Birth to 6 years); covering Infant Stimulation, Self-Help, Motor, Cognitive, Language, and Socialization domains
Early development is tracked across several key areas, including physical, social, and cognitive growth. A specialized guide provides a structured way for parents and teachers to monitor these milestones in very young children. By evaluating skills in areas like communication and daily living, it helps identify where a child might need extra support and provides activities to help them progress.

51. (A) I, II, III, IV, V
Creating an individualized plan begins with a thorough evaluation of the student's current abilities. Based on this information, the team sets specific goals for the year. Next, they decide what services and supports are needed to reach those goals and determine the best school setting. Finally, they keep track of progress and update the plan at least once a year.

52. (D) 20 minutes per hour (or a proportional fraction thereof depending on the test's exact duration)
National regulations ensure that students with disabilities have enough time to complete their exams. This extra time is provided to account for the additional physical or cognitive effort needed due to their condition. The amount is calculated based on the total length of the test, ensuring a fair opportunity for all candidates to demonstrate their knowledge under equitable testing conditions.

53. (B) Necessary and appropriate modification and adjustments, not imposing an undue burden, to ensure persons with disabilities enjoy rights on an equal basis with others
Ensuring equality for individuals with disabilities involves making specific changes to the environment or systems. These adjustments are designed to be practical and helpful without causing excessive difficulty for the institution. By providing these supports, society removes the barriers that would otherwise prevent people with disabilities from fully exercising their rights and participating in all aspects of life on an equal footing.

54. (A) Both A and R are true and R is the correct explanation of A
Inclusion requires schools to be flexible and welcoming to all types of learners. This view sees the environment and societal attitudes as the main obstacles to participation, rather than the individual's physical or cognitive condition. By changing how schools operate and removing barriers, we create a system that values diversity and ensures that every student has the opportunity to learn and succeed.

55. (D) It causes them to experience feelings of inadequacy, low self-concept, and learned helplessness, leading to an overall sense of inferiority
During the school years, children strive to master new skills and compare themselves to their peers. For a student who constantly struggles with reading and does not receive support, this can lead to a sense of failure. This negative experience can impact their self-esteem and lead to a lack of motivation, as they begin to feel they are not capable of succeeding.

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be confusing and fragmented for the family. A unified approach where professionals cross-train each other simplifies the process. By having a single person deliver the majority of the intervention, the child benefits from a more consistent and integrated experience, which is particularly effective during the critical early years of development.

40. (A) Providing explicit, accessible, and inclusive sexuality and relationship education adapted to their cognitive and communication needs
Adolescents with cognitive or communication challenges need clear information about the physical and emotional changes that occur during puberty. This education should be presented in a way they can understand, using visual supports and simple language. Addressing these topics directly helps them develop a healthy sense of self and understand boundaries, which is essential for their safety and social-emotional well-being.

41. (B) The profound lack of physically accessible, safe, and private sanitation facilities (toilets) along with clean, running water
Physical accessibility is a major factor in school attendance for students with motor impairments. In many rural areas, the absence of suitable bathrooms that can accommodate wheelchairs or provide necessary privacy is a critical deterrent. This lack of basic infrastructure often forces students, especially girls, to stay home, highlighting how environmental barriers can directly impact a child's right to an education.

42. (D) I, II, III and IV
Many factors can combine to prevent a child from accessing education. These include social views on gender, physical obstacles in the environment, and prejudice related to background or caste. Additionally, a lack of specialized staff can further limit opportunities. When these challenges happen at the same time, they create a complex web of exclusion that requires a comprehensive and sensitive response.

43. (A) Cued Speech
Visualizing the sounds of spoken language helps individuals with hearing loss understand speech more clearly. This system uses specific hand placements and shapes to represent groups of phonemes that look the same on the lips. By combining these hand cues with lip movements, the speaker provides a clear visual signal that allows the listener to distinguish between different sounds and words effectively.

44. (C) Utilizing 3D tactile replicas of the Great Bath, physical scale models of Harappan seals, and tactile maps showing the geographical distribution of cities
History often involves visual concepts like ancient structures and maps that are difficult for students who are blind to understand through verbal descriptions alone. Providing physical models and maps with raised features allows them to explore these concepts through touch. This hands-on approach makes abstract historical information concrete and accessible, enabling the student to gain a deeper understanding of the past.

45. (D) Donald Meichenbaum's Cognitive Self-Instruction program, where Shivam learns to use overt, verbalized self-talk to guide himself through each step of the problem
Students who struggle with impulsivity often benefit from learning to talk themselves through a task. This method involves the teacher modeling the steps of a problem while speaking out loud, then having the student do the same. Over time, the student internalizes this dialogue. This strategy helps them slow down, focus on each step, and catch their own mistakes.

46. (C) Targeted resources and structural zones designed to address educational disparities for children from socio-economically disadvantaged groups, including girls and CWSN
National policies aim to reduce the gap in educational outcomes for vulnerable populations. This involves providing specific funding and creating geographical areas where additional support is concentrated. These efforts are designed to ensure that girls and students with special needs, especially those from underprivileged backgrounds, have the resources and infrastructure they need to succeed in a truly inclusive education system.

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47. (B) Providing options like graphic organizers, interactive learning stations, and extended processing time during classroom activities
Adjusting how students learn involves modifying the activities and methods used during instruction. This can include giving students more time to think and respond or using visual tools to help them organize their ideas. By offering different

cognitive-linguistic difficulties in understanding the rules of speech sounds
Some speech difficulties are related to the physical ability to move the mouth and tongue correctly to make sounds. Others are related to how the brain organizes and uses the rules for combining sounds into words. One involves a physical skill, while the other involves a deeper understanding of language patterns. Identifying the specific type of difficulty is essential for choosing the right therapy.

65. (A) Supporting the "Read" and "Recite" steps by providing text-to-speech software, colored overlays, graphic organizers, and allowing audio recordings of key summaries
Study strategies can be more effective for students with reading challenges if they use multi-sensory supports. Allowing students to listen to text or use visual aids can help them process and remember information more easily. These adjustments reduce the physical and cognitive burden of reading, letting the student focus on understanding the material and expressing what they have learned through a variety of formats.

66. (A) Both A and R are true and R is the correct explanation of A
Sign languages are full, natural languages with their own complex rules for how sentences are built. They are not just a way to spell out spoken words with hands. Instead, they use space, movement, and facial expressions to convey meaning. This means that they have a different structure than spoken languages, reflecting the unique culture and communication needs of the deaf community.

67. (A) Moving from expecting CWSN to adapt to the existing rigid school structure (Integration) to restructuring the school environment, teaching methods, and policies to welcome all diverse learners (Inclusion)
Historically, schools expected students with disabilities to fit into a pre-existing system. Now, the focus is on changing the school itself to be more flexible and supportive of everyone. This means modifying how teachers teach and how schools are organized so that every student, regardless of their needs, can learn together in the same classroom with the right supports and accommodations provided.

68. (D) Registering as a professional with the Central Rehabilitation Register (CRR) of the RCI and possessing an RCI-recognized qualification in special education
To work as a special educator in India, individuals must meet specific national standards and hold recognized qualifications. They must also be listed on a central registry that tracks qualified professionals in the field. This process ensures that students with disabilities receive instruction from teachers who have been properly trained and are held to professional and ethical standards in their work.

69. (B) I, II, III and V
Teachers in this field have many roles, including evaluating student needs and creating individualized plans. They work with other teachers to make sure materials are accessible and provide direct help to students when needed. They also play an important role in teaching the school community about disability and inclusion. However, they do not provide medical diagnoses or prescribe medications, as these are medical tasks.

70. (C) Using concrete, highly illustrated visual stories, role-play with anatomical dolls, explicit rules, and constant behavioral practice of saying "NO" and running to a safe adult
Teaching children about safety and boundaries is very important and should be done using simple, clear methods. Using pictures, stories, and role-playing can help students understand what is okay and what is not. Practicing what to do in different situations helps them remember the rules and know how to stay safe and ask for help from a trusted adult if needed.

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71. (D) The complete invisibility of disabled individuals, or portraying them exclusively as objects of pity, medical charity, or as possessing supernatural inspiration (the "supercrip" stereotype)
Often, school books do not show people with disabilities at all, or they show them in ways that are not realistic. They might be shown as needing to be rescued or as having extraordinary powers, rather than just being regular people who are part of the community. This lack of accurate representation can lead to misunderstandings and make it harder for everyone to feel included.

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80. (D) Children with severe or multiple developmental disabilities shall have the statutory and legal right to opt for quality, system-supported home-based education
Laws in India protect the right of all children to receive an education. For some children with very complex needs, attending a regular school may not always be the best option. In these cases, the law allows for education to be provided at home with support. This ensures that every child, regardless of the severity of their condition, still has the opportunity to learn.

81. (A) The educational setting that is closest to a regular classroom environment while still meeting the child's unique individualized educational needs
Students with special needs should be educated with their non-disabled peers as much as possible. The goal is to provide a setting that is normal but still provides the necessary support for the student to learn and grow. This approach focuses on inclusion and ensures that the student is not unnecessarily separated from the rest of the school community for their education.

82. (C) Dual sensory deprivation limits distal environmental cues, making highly consistent tactile and interactive attachment bonds with caregivers essential for emotional regulation and exploration
Forming a strong bond with a caregiver is essential for all children, but it is especially important for those who cannot see or hear well. These children rely on touch and interaction to feel safe and learn about the world. A consistent and supportive relationship helps them manage their emotions and feel confident enough to explore and learn about their surroundings.

83. (A) The limbs on the side the head is turned extend, while the limbs on the opposite side flex; this reflexive arm movement interferes with voluntary reaching, midline hand coordination, and independent handwriting
Certain automatic movements that infants have are supposed to disappear as they get older. If these movements persist, they can make it hard for a child to control their body. For example, turning the head might cause the arms to move automatically, making it difficult to write or hold things. This can significantly impact a student's ability to participate in classroom activities.

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84. (D) Utilizing tactile art media such as clay, plastilina, relief drawing boards, textured collage materials (sand, fabric, yarn), and scented markers
Art is not just for the eyes; it can be enjoyed through touch and smell too. Using materials with different textures, like clay or fabric, allows a student who is blind to create and experience art in a meaningful way. This hands-on approach ensures they can be fully included in art class and express their creativity alongside their peers using all their other senses.

85. (B) Auditory rhythmic cues act as an external pacemaker, bypass damaged basal ganglia pathways, and synchronize motor cortex output, improving gait velocity, stride length, and walking symmetry
Using a steady beat can help some people move their bodies more easily. The rhythm acts like a guide that the brain can follow, helping to coordinate movements like walking. This can lead to steadier and faster movement. By using sound in this way, therapists and teachers can help students with motor challenges improve their physical skills and become more independent in their daily lives.

86. (C) MTL starts with physical guidance and fades to less intrusive prompts to minimize errors; whereas LTM starts with minimal verbal prompts and increases intrusiveness only if the student fails to respond
There are different ways to guide a student as they learn a new skill. One way starts with a lot of help to make sure the student doesn't make mistakes and slowly reduces that help. The other way starts with very little help and only adds more if the student needs it. Both ways aim to help the student become more independent.

87. (D) Receptive language disorder involves difficulty in understanding and decoding language, whereas expressive language disorder involves difficulty in producing and formulating spoken or written messages
Communication involves both understanding what others say and being able to share your own thoughts. Some people struggle with the first part, finding it hard to follow directions or understand words. Others struggle with the second part, having difficulty finding the right words or putting them together into sentences.

72. (A) Both A and R are true and R is the correct explanation of A
Girls with autism often present differently than boys, which can lead to them being overlooked or misdiagnosed. They may be more likely to copy social behaviors to fit in or have interests that seem more common. Because their symptoms are less obvious and they may not cause disruptions, they often do not get the diagnosis or the support they need until much later.

73. (B) Highly structured, fast-paced lessons with explicit, scripted teacher instructions, active student responding, immediate error correction, and mastery learning criteria
Using a very organized and clear method can help students who struggle with learning. This approach involves the teacher explaining things directly and having students practice right away. The teacher gives immediate feedback so students don't practice mistakes. Lessons move quickly and students only move on to the next topic once they have completely mastered the current one, ensuring a solid foundation.

74. (B) Simultaneously engaging the visual, auditory, kinesthetic, and tactile sensory pathways (seeing, hearing, muscle movement, and tracing letters) to reinforce cognitive memory traces
Teaching reading by using many senses at once can be very helpful for students who find it difficult. This involves looking at letters, hearing their sounds, and moving while learning. For example, a student might trace a letter while saying its name and sound. This multi-sensory approach helps the brain create stronger connections, making it easier to remember and use the information later.

75. (A) I, II and III
Physical activities can be made more inclusive by changing the equipment or the rules. For example, using a larger or lighter ball can make it easier to catch or hit. Changing the boundaries or allowing more time can also help everyone participate. Having peers work together can provide support and make the activity more social and enjoyable for all students, regardless of their physical abilities.

76. (C) Creating simplified, tactile, high-contrast, braille-embedded visual formats accompanied by simple language, audio versions, and concrete illustrations
To make sure all students can learn from the same materials, books should be available in different formats. This might include using braille, large print, or high-contrast pictures. Providing audio versions and using clear, simple language also helps. These different options ensure that students with various sensory or cognitive needs can access and understand the same curriculum content as their classmates in the school.

77. (D) The unwritten, unofficial lessons, values, and social expectations that students learn through the school climate and daily interpersonal interactions
Schools teach many things that are not in the official lesson plans. Students learn how to act, how to get along with others, and what is considered important through the way the school is run and how people treat each other. These informal lessons are a big part of a student's experience and can have a major impact on how they feel about themselves.

78. (C) Screening tests identify individuals "at risk" of having a learning gap, while a diagnostic battery provides a comprehensive, formal profile of specific cognitive and academic strengths and deficits for intervention
Some assessments are used to quickly find students who might need extra help. These are short and show if there is a potential problem. Other assessments are much more detailed and give a full picture of what a student is good at and what they struggle with. This detailed information is used to create a specific plan to help the student succeed.

79. (B) Granting extra time (compensatory time), allowing the use of a scribe/reader, and permitting calculators or computers for candidates with dyscalculia/dysgraphia
National exam boards provide specific helps for students with learning differences. This can include extra time to finish the test or someone to read the questions and write down the student's answers. Students may also be allowed to use tools like calculators or computers. These supports are designed to ensure that the student can show what they know without being held back.

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a bin filled with different textures allows them to explore these sensations at their own pace in a fun and safe way. Over time, this can help them become more comfortable with different textures, making it easier for them to participate in common school and play activities.

96. (D) Antecedent (what happens immediately before the behavior), Behavior (the observable and measurable action), and Consequence (what happens immediately after the behavior)
To understand why a student acts a certain way, it is helpful to look at what happens right before and right after the action. By observing these patterns, teachers can figure out what might be triggering the behavior and what might be keeping it going. This information is then used to create a plan to teach more positive ways to communicate and act.

97. (A) The cognitive mapping between spoken sounds (phonemes) and their corresponding written symbols/letters (graphemes), which is impaired due to deficits in phonological processing in dyslexia
Reading involves connecting the sounds of spoken language to the letters on a page. For some students, this connection is difficult for the brain to make. They may struggle to remember which sound goes with which letter, making it hard to sound out words and read fluently. This challenge is a core part of certain learning differences and requires specific, targeted teaching methods.

98. (C) Post-secondary academic or vocational goals, independent living skills, community integration plans, and a clear list of responsible adult-service agency linkages
As students with special needs get ready to leave school, they need a clear plan for their future. This plan should include goals for work or further study, as well as skills for living on their own. It also involves identifying the different groups and services in the community that can provide support once they are no longer in the school system.

99. (A) Modified assessment makes adjustments to the regular grade-level test, whereas alternative assessment is a different evaluation form (like a portfolio) for severe cognitive disabilities
There are different ways to adjust tests to help students. One way involves making changes to the standard test, like using larger print or giving extra time. Another way is to use a completely different way to measure what the student has learned, which is often used for students who have very significant challenges and are not following the standard curriculum.

100. (B) Using visual drawings, pictures, dots, or tallies to depict the mathematical problem
Learning math can be broken down into steps, moving from using real objects to using abstract numbers. In the middle step, students use pictures or drawings to represent the math problem. This helps them bridge the gap between the physical world and the world of symbols, making it easier for them to understand the concepts they are being taught in class.

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Knowing which part is difficult is the key to providing the right support and therapy.

88. (A) It laid the foundations of modern special education, demonstrating that through structured sensory stimulation, individualized behavior modification, and language training, a child with severe cognitive deficits can make significant progress
Early work with children who had significant challenges showed that everyone has the potential to learn and grow. By using specific, organized methods to teach language and other skills, researchers proved that even those with severe disabilities could make important gains. This historical breakthrough helped create the idea that education should be individualized to meet the unique needs of every single child in the school system.

89. (B) It shifts the target of rehabilitation from the individual's biological body to the environment, focusing on removing disabling barriers, changing societal attitudes, and ensuring legal civil rights
Instead of just trying to "fix" the person, the focus of support can also be on changing the world around them. This means making sure buildings are accessible, laws are fair, and people are more understanding. By removing the obstacles that society has created, we can ensure that individuals with disabilities have the same rights and opportunities as everyone else to live and learn.

90. (B) The teacher completes all steps of putting on the jacket except the last one, which the student completes and is reinforced for; once mastered, the teacher completes all but the last two steps, and so on
Learning a multi-step task can be easier if the student starts at the very end. The teacher does most of the work, and the student finishes the last step. This lets the student feel successful right away. As they get better, they take on more and more of the steps themselves until they can do the whole thing from start to finish independently.

91. (A) Designing activities with varying levels of challenge, offering choices of rewards, fostering collaboration through peer-tutoring, and providing frequent, constructive feedback
Keeping students interested and working hard involves giving them choices and the right amount of challenge. When students can work together and get helpful feedback on their progress, they are more likely to keep trying, even when things get difficult. This supportive approach helps all students stay engaged and motivated to learn, which is an important part of making the classroom inclusive.

92. (C) Utilizing nonverbal or performance subtests, translating instructions into Indian Sign Language, using physical gestures, and relying on non-linguistic task demonstrations
To fairly test a student's intelligence when they cannot hear, it is important to use tasks that do not rely on spoken language. Using signs, gestures, and pictures can help the student understand what they need to do. Focusing on non-verbal skills, like solving puzzles, provides a more accurate picture of their cognitive abilities without the language barrier getting in the way.

93. (D) The statutory appointment of legal guardians for individuals with these four disabilities, and establishing local level committees to protect their personal rights and properties
Certain laws focus on providing support and protection for individuals with specific developmental conditions throughout their lives. This includes helping to arrange for legal guardians who can look after their interests and property. By setting up local committees, the law ensures that there is a system in place to protect the rights of these individuals and provide for their long-term well-being and safety.

94. (C) Predominantly Inattentive Presentation, Predominantly Hyperactive-Impulsive Presentation, and Combined Presentation
Attention and activity levels can vary greatly among individuals. Some may find it very hard to focus and stay organized, while others may be very active and act without thinking. Many people experience both of these challenges at the same time. Identifying which pattern is most common helps in choosing the best strategies and supports to help the individual succeed at home and school.

95. (B) To provide graded exposure to different tactile sensations in a play-based context, helping to desensitize the child's hyper-reactive sensory system
Some children are very sensitive to how things feel, which can make daily life difficult. Using

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